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The Effects of Using Music to Teach Vocabulary to Beginning Students of English as a Foreign Language

Trabajo de titulación previo a la obtención del título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa

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Resumen:

El aprendizaje de vocabulario es considerado como la base para la adquisición de un idioma; por lo tanto, este aspecto debe ser enfatizado en las lecciones de inglés a través de la implementación de nuevas estrategias, como la música, para la enseñanza de vocabulario. Esta síntesis de investigación tuvo como objetivo describir los efectos reportados de la música en el ámbito de la educación, específicamente en el aprendizaje de vocabulario. Para este estudio, se analizaron 17 estudios empíricos publicados desde 2014, de los cuales se obtuvieron diferentes categorías que fueron seleccionadas en base al diseño de la investigación y las preguntas de la investigación. Los hallazgos de esta investigación revelaron que la incorporación de la música como estrategia para enseñar vocabulario genera efectos positivos en los estudiantes: (1) el mejoramiento del vocabulario receptivo y productivo, (2) el desarrollo de la retención a largo plazo de nuevas palabras y (3) el aumento de motivación para aprender inglés. Además, los estudios analizados demostraron que tanto las percepciones de profesores como la de los estudiantes tendían a ser positivas con respecto al uso de la música en las lecciones de vocabulario.

Palabras claves: Música, Vocabulario. Estrategias para enseñar. Lengua extranjera.

Efectos. Percepciones. Estudiantes. Aulas. Educación.



Abstract:

Vocabulary learning is considered the basis for the acquisition of a language; therefore, this aspect needs to be given emphasis in English lessons by implementing new strategies, like music, to teach vocabulary. This research synthesis intended to describe the reported effects of music in the ambit of education, specifically on vocabulary learning. For this study, 17 empirical studies published since 2014 were analyzed in different categories that were selected on the basis of the research design and the research questions. Findings of this research revealed that the incorporation of music as a strategy to teach vocabulary generates positive effects on students (1) the enhancement of receptive and productive vocabulary, (2) development of long-term retention of new words, and (3) increase of motivation towards learning English. In addition, analyzed studies showed that the perceptions of both teachers and students tended to be positive towards the use of music in vocabulary lessons.

Keywords: Music. Vocabulary. Teaching strategies. Foreign language. Effects. Perceptions. Students. Classrooms. Education.



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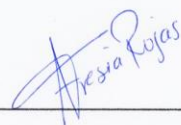
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Dedication

I dedicate this research project to my parents, Teresa and José, who believed in me and taught me that the key to reach my goals is to be humble and honest. To my sisters for having given me unconditional support since I was a child and for all the special moments shared together. I also desire to dedicate this project to my brother who has the ability to make me smile all the time and whose rude and wicked games made me the strongest person in the world. Lastly, I want to dedicate this work to my friends for having been there in the most difficult moments of my career and my life.

Introduction

The process of teaching-learning English vocabulary in EFL contexts tends to be complicated for beginning English level students because new words with different pronunciations and strange spellings are introduced to students every lesson in class (Schmitt & McCarthy, 1997).

Therefore, the acquisition of vocabulary becomes difficult for students because of the complexity of learning a word in all its dimensions: meaning, spelling, and pronunciation (Atilla, 2014; Azizi, 2016). Similarly, the teaching aspect for presenting vocabulary turns limited since some words cannot be presented with realia, pictures, or mimics which are the most common ways of explaining the meaning of words (Elyas & Alfaki, 2014). To aid in this process, the use of music as a strategy to teach vocabulary in EFL classrooms has been explored. As music may be found everywhere and appreciated by the three primary groups of students: children, adolescents, and adults, this strategy has been also analyzed. Hence, this research synthesis aims to detail the most common effects as reported in published articles regarding the use of music in the vocabulary acquisition of beginning English level students, and the teachers' and students' perceptions towards the implementation of this strategy. The report of this study is evidenced in the following six chapters:

Chapter I. This chapter encompasses the topic and the description of the research. The background, statement of the problem, and justification are relevant sections explored that belong to the description of the research. Moreover, research questions and objectives are presented.

Chapter II. This chapter contains the theoretical framework which explains briefly some theories and key terms used in this study.



Chapter III. In this chapter, the literature review is presented. It includes seventeen empirical studies that are grouped and analyzed in order to respond to the research questions.

Chapter IV. The methodology of the research is described in this chapter. It includes the databases, journals, and key terms used in the data collection process. Moreover, the inclusion and exclusion criteria for selecting the studies are detailed in this section.

Chapter V. This chapter comprises the analysis and interpretation of the results from the selected studies concerning the methodological features and the research questions.

Chapter VI. In this chapter, the conclusions and recommendations are deliberated after having obtained sufficient information from the analysis.

Chapter I

Description of the Research

Background

Over time, vocabulary has been considered a very important tool in the teaching and learning process of English as a Foreign Language (EFL). Vocabulary knowledge symbolizes the root for mastering another language since it allows students to have high competence in all of the language skills like listening, reading, writing, and speaking (Schmitt, 1997; Gu, 2003; Nation, 2011). Different techniques, methodologies, and strategies to teach vocabulary have been appearing such as translation, definitions, realia, songs, and pictures, and mimes (Stahl & Fairbanks, 1986; Chou, 2012; Elyas & Alfaki, 2014). Nevertheless, it is crucial to focus on how students feel and learn effectively by applying a certain Vocabulary Learning Strategy (Schmitt, 1997). Most children have been characterized as being active, energetic, and dynamic; therefore, the kind of input that they pay attention to more is to the visual (pictures and mimes) and auditory (songs) (Pinter, 2006; Chou, 2012).

Throughout the history of English teaching, linguists have found some drawbacks to the Grammar Translation Method, arguing that this approach limited both the optimum development of vocabulary competence and successful communication (Du, 2009; Jordens & Lalleman, 1996; Laufer, 1981). Such an argument led to the spread of the Audio-Lingual Method and the Communicative Approach where the lexicon and phonology went hand in hand (Swan, 1985; Elyas & Alfaki, 2014). However, vocabulary success depended on something more, that was motivation. The Affective Filter Hypothesis (Krashen, 1985) allowed the incorporation of music in the classrooms for the creation of a relaxed atmosphere, free stress and anxiety, and motivated students (Shen, 2009). Such an argument led to the spread of the Audio-Lingual Method and the

Communicative Approach where the lexicon and phonology went hand in hand (Swan, 1985; Elyas & Alfaki, 2014). However, Krashen (as cited in Shen, 2009) argued that motivation is a key factor to develop a complete vocabulary competence; hence, the incorporation of music in the classrooms creates a relaxed environment, free of stress and anxiety, and motivated students.

Since the beginning of its use, many researchers have investigated the effects of using music to teach vocabulary to students of English as a Foreign Language (EFL) with beginner English level (Kayyis, 2015). Research has shown that songs play an important role in the acquisition of words on beginner learners, enhancing and increasing their vocabulary items. In such a way, teachers may use this technique as a pedagogical tool to teach vocabulary easily (Cevikbaş, Yumurtacı & Mede, 2018; Davis & Fan, 2016). Additionally, the available empirical evidence shows that music may also be used indirectly as background music, with soft music playing in the background while a vocabulary lesson is being introduced (Abdolmanafi-Rokni & Ataee, 2014; Moradi & Zamanian, 2014).

The empirical evidence has demonstrated that the use of music to teach vocabulary in EFL classrooms may be considered mnemonic (Bahrami, Izadpanah & Bijani, 2019). English learners could memorize English vocabulary efficiently and meaningfully following musical mnemonics sessions (Bahrami, et al., 2019; Kuśnierek, 2016; Chou, 2014). Moreover, the length and time of instruction influence the language learners' vocabulary performance. It means that songs might work better if they have repetitive lyrics, easy-to-follow verses, and a slow pace. (Roohani, 2016; Albaladejo, Coyle & de Larios, 2018).

Throughout the years, several different benefits of using music in classrooms have been identified. The empirical evidence indicates that songs help to build a relaxed atmosphere that

contributes to a better learning process by overcoming psychological barriers, such as anxiety and lack of confidence in EFL learners (Heidari & Araghi, 2015; Kocaman, 2016). Furthermore, songs allow young students to develop their interpersonal and intrapersonal understanding (Goering & Burenheide, 2010), while in children music helps to stimulate their motor coordination skills, their attention, and learning (Williams, 2018; Mobbs & Cuyul, 2018). For children, to imitate and remember the language from a song is easier than just listening to words when they are spoken (Ara, 2010). However, the minority of evidence shows that music does not work in the same way for all beginner-level students. Consequently, for some EFL learners, the incorporation of music during a vocabulary lesson is considered a disadvantage since the lyrics of the songs causes them a distraction from their current activities (Moradi & Zamanian, 2014; Jäncke & Sandmann, 2010).

Problem Statement

Vocabulary is a transcendental issue in English classes since this theme has been neglected and given little emphasis. Meara (1980) states some important reasons why vocabulary instruction has been disregarded; the most relevant was that teachers followed strict instructions from their authorities, who believed that it was necessary to emphasize grammar rather than vocabulary. Additionally, some teachers maintain the belief that vocabulary is not important at all since this aspect might be learned indirectly by reading, playing games, or watching TV (Meara, 1980; Nation, 2001; Blachowicz, Fisher, Ogle & Watts-Taffe, 2006; Cornell, Dean & Tomaš, 2016).

Beginner-level learners need explicit instruction on new words in order to be mastered in the English language and achieve high performance in reading and writing (Kucan, 2012). In Ecuador, teachers present some drawbacks during a class such as the huge number of students in

a classroom, the lack of materials, and the little teaching training (Toro, Pinza, Vargas, Zuniga, Paredes & Espinosa, 2019). The number of students per class makes the biggest challenge for teachers who cannot find the correct technique to introduce a lesson and engage all students at the same time. In terms of vocabulary instruction, it is mainly based on traditional methods where drillings and memorizations followed by explicit instructions are dominant during a vocabulary lesson (Matute, 2020). Notwithstanding, that methodology causes students to have problems in pronouncing and understanding certain words (Berne & Blachowiz, 2008; Matute, 2020). Similarly, a study carried out in Cuenca shows that teachers continue to use a traditional teacher-centered methodology, without using the target language (Calle et al., 2012). Consequently, the students' vocabulary development is truncated because of the teachers' monotony in presenting an English class.

Currently, there are many techniques available for teachers, and deciding which one to use becomes a real challenge due to certain factors that need to be considered before: the advantages and disadvantages of certain strategies, the age of students, their English level, their interests, etc. Analyzing the most common technique, which is translation, experts point out different ideas. Beeby-Lonsdale (1996) states that through translation students cannot figure out how a word works in a sentence in English. Similarly, Nation (1990) affirms that students spend time translating a word into their mother tongue rather than using that time to improve their English skills. Some other limitations with it are that young learners and high proficiency level learners might get bored. Using realia to teach vocabulary is a useful strategy that consists of showing real objects to teach different items (Elyas & Alfaki, 2014). Nonetheless, this type of technique is limited since teachers can only show up objects that are in the classroom or that they

can bring. Additionally, it works better with children because the vocabulary that they need to learn is not as complex as it is for adults.

All of these arguments suggest that English vocabulary teaching may have some weaknesses, so it is necessary to make certain adjustments and to try new techniques for dealing with this problem. Recent researches have studied the effects of including music to teach vocabulary in EFL classrooms; however, most of these studies have been carried out in the Asian continent (Chou, 2016; Wang, 2016; Davis & Fan, 2016). Hence, it is necessary to analyze the effects that music causes in vocabulary lessons in Latin American schools since there is not enough knowledge of the empirical evidence about the use of this methodology for teaching vocabulary.

Justification

A high repertory of vocabulary leads to stronger listening, speaking, reading, and writing skills (Stæhr, 2008; Nguyen & Boers, 2018). There is a great number of techniques for teaching vocabulary depending on students' interests and their English level; therefore, it is important to know how to apply them correctly (Susanto, 2017; Al-Khresheh & Al-Ruwaili, 2020). Music is the most complete language technique because it involves vocabulary, listening, grammar, culture, etc. (Džanić & Pejić, 2016). Singing and listening to music has the power to excite, move, soothe learners, and make them feel relaxed in the language classroom (Abbott, 2002). It is easy for learners to learn and remember new words and phrases through songs because several criteria are considered for selecting the target songs, for instance, the learners' interests, age-appropriate, and the number of single-word items (Pavia, Webb, & Faez, 2019). Furthermore, music not only may help learners to learn new vocabulary, but also to overcome the psychological and academic problems that students face every day. Using background music in

classrooms helps students to diminish anxiety levels and stress, to feel comfortable and relaxed, and to engage in classroom participation (Moradi & Zamanian, 2014).

Therefore, it is important to carry out research that analyzes the effects of using music as a tool to teach vocabulary and the students' and the teachers' perceptions about the application of this new strategy to teach vocabulary. This research synthesis examines existing evidence that focuses on the acquisition of vocabulary on beginner English level learners since they need to understand, memorize and learn a large number of words to master all of the English skills like speaking, writing, reading, and listening. It is supported by Alqahtani (2015), who asserts that with limited knowledge of vocabulary items, learners cannot succeed in learning a foreign language.

Analyzing the previous arguments and the existing empirical evidence, this research will examine the effects that music causes on the vocabulary acquisition of beginner-level English learners. It will provide some efficient techniques on how songs were used to teach vocabulary in EFL classrooms. Moreover, it will supply some perceptions that teachers and students had with the application of music in English vocabulary classes. Finally, this research can serve, also, as a guide for future investigations.

Research Questions

What are the effects that using music as a tool to teach vocabulary has on EFL beginner-level students, as reported in available empirical evidence?

What are the teachers' perceptions about the effects of using music to teach vocabulary to EFL beginners' level students, as revealed in the available empirical evidence?



What are the students' perceptions about the effects of using music to teach vocabulary to EFL beginners' level students, as evinced in the existing empirical evidence?

Objectives

General objective

To identify the effects that music as a tool to teach vocabulary has on EFL beginner level students

Specific objective

To determine the effects that music has on vocabulary development of EFL learners with beginner English level.

To analyze the teachers' and students' perceptions towards the use of music as a strategy to teach vocabulary to beginner English level learners.

Chapter II

Theoretical Framework

In this section of the research synthesis, concepts, approaches, and methodologies of different authors will be mentioned. It will encompass three sections: definition of the main concepts, strategy, vocabulary, music, and multiple intelligences, with an emphasis on musical intelligence; description of methodologies for the inclusion of music in EFL classrooms; and characteristics of music as a mnemonic device for learners.

Strategy

Concerning language learning, 'strategy' is a technique, method, or tactic that teachers apply to their students to make their teaching style better and enhance students' engagement in the classroom (Montaño, 2017). Thus, this first concept gives a guideline to link strategy with the

teaching process. Ashman and Conway (1993) mention the teaching process entails learning about tasks, how to perform them, what procedures to follow when to apply them efficiently, and how to manage the results. The authors explain the multiple aspects to which the term strategy refers and emphasize teaching strategies, the teachers' role.

Wanska and Lawton (1977) state that teaching strategy refers to a set of aspects to consider for creating a lesson plan. They mention specific elements that are necessary to carry out a certain teaching strategy such as the goal that learners are expected to achieve and the outline of tactics for implementing the strategy.

Vocabulary

Vocabulary, a single word that encompasses a whole. Slightly defined, vocabulary refers to all the words of a language. Nonetheless, the definition of this word has been expanded according to the importance that is given to it with time. Ding and Lin (2012) assert that vocabulary is essential for beginner-level learners to improve their vocabulary, their academic and social confidence, and competence. Thus, vocabulary learning becomes the basis for the acquisition of a language. This is also shared by Faliyanti and Sari (2018) who mention that “vocabulary is the basic language aspect that must be mastered before mastering English skills”. Hence, vocabulary alludes to words that are used in all language skills, regardless of productive (speaking) and receptive (listening) forms. It leads to vocabulary to act as a mainstay for the acquisition of a new language (Nation, 2008).

Music

According to Jamallus (as cited in Herlis, 2020) music is the artwork that combines sounds, melodies, rhythms, and lyrics where the composer expresses his thoughts and feeling for the creation of harmonic songs. Music and its benefits in language teaching were appearing

throughout history. Some authors mention that music allows the oral and listening practice in classrooms (Orlova, 2003; Sevik, 2012; Lorenzutti, 2014), and helps learners to enhance their proficiency in all language skills (Paquette & Rieg, 2008; Salmon, 2010). Additionally, it creates a good classroom atmosphere (Shen, 2009) reducing the anxiety levels of students (Dolean, 2015; Schoepp, 2001). Thus, music has become something of everyday use, thinking unconsciously in melodies or sounds that were catchy.

Paquette and Rieg (2008) argue that teachers in diverse parts incorporate songs during the class, such as starting or ending their classes, introducing new topics, adding variety in the lessons, presenting vocabulary, and improving students' engagement and pronunciation.

Inclusion of Music in EFL Classrooms

Suggestopedia Method and its Role in Language Teaching. Suggestopedia is a useful teaching method created by Lozanov (1978) that concerns the mental well-being of learners through diverse factors, where music plays an essential role during the whole session. Erskine (2002) contributed an accurate concept for this method. He stated that “suggestopedia is all about establishing a relaxed mental state that allows the learner to accelerate beyond his mental capacities”. This is achieved primarily in a comfortable and stress-free learning atmosphere, where participants overcome their inhibitions, show a positive attitude towards the lesson, and believe in their success thanks to the incorporation of music.

Mojzes (2017) analyzes this method in depth by arguing that the Suggestopedia method consists of three different stages. First, a pre-phase, of about 90 minutes, where the instructor presents the new material or lesson accompanied by music. Second, a suggestology phase that are the sections in which learners can participate actively or not. Finally, the post-phase that stands for the end of the lesson or activity that consists of the repetition and practice work, usually, takes

place at the beginning of the following day. The prime objective of this method is to incorporate music to create a pleasant atmosphere in the classroom in order to make students concentrate on the presented material (Deny, Ys, & Fajrina, 2016).

Bancroft (1995) states that “suggestopedia uses background music (as well as singing) to facilitate and accelerate learning”. In addition, this method integrates music as an accompaniment for presenting a lesson or an activity (Kyratsiova & Panchenko, 2018). For instance, through suggestopedia, music is introduced indirectly into the vocabulary lessons by playing it in the background. In this way, the classroom environment becomes agreeable for students and makes them feel comfortable and motivated during the class, and enhances the relationship with the teacher and their peers (Engh, 2013).

Communicative Language Teaching (CLT). Before analyzing this topic, it is important to know what is Communicative Language Teaching (CLT). Richards and Rogers (1986) consider CLT as an approach rather than a method. Approach refers to a set of language teaching philosophies that are flexible when teaching English (Canale & Swain, 1980), thus, the way of introducing a vocabulary lesson with CLT depends entirely on the teacher’s creativity. Communicative Language Teaching or Communicative Approach has its origin in the 1970s when people migrated to Europe or the USA looking for better job opportunities (Walia, 2012; Jabeen, 2014). This approach refers to how those people, who acquired a new language, used to communicate.

CLT incorporates some techniques as guidelines to teach a language. Tan (2005) suggest the following techniques that may be used in order to make students interact with others employing the target language:



- a) Information gap: it is an activity in which students need to look for information asking questions to all of their classmates.
- b) Roleplay: it is guided by the teacher which involves a short dialogue (conversation) around a topic.
- c) Tasks: in pairs or groups, students do a task that allows them to discuss ideas for completing the activity.

This approach, as it was mentioned before, does not have precise strategies or techniques on how to present a class. Therefore, the success of a lesson, where CLT is used, will depend on the teacher's actions and procedures. For presenting vocabulary with the inclusion of CLT, it is necessary to teach implicitly; it means that the purpose of the lesson is not related to learning words, its focus is to understand the message (Dong, 2001; Jue, 2010).

CLT promotes a natural vocabulary acquisition since teachers use real contexts or authentic material to teach a certain topic (Jue, 2010). Music is considered as authentic material since the incorporation of songs makes students learn differently. The combination of CTL and music gives as result a new model for receptive and productive vocabulary acquisition (Lake, 2002). Thus, the CLT approach influences the vocabulary lesson where music is incorporated because popular songs are included as a teaching strategy for the content (lyrics) that they have, for instance, "A Day in the Life" by The Beatles contain valuable information for teaching past tense; therefore, the post activities that learners will perform need to be directly linked with the interaction among students (Kuśnierek, 2016; Lake, 2002). CLT and music are closely related in language learning since both include real contexts, an essential component in language learning, that allow students to feel comfortable and actively motivated during the class (Tarvin & Al-Arishi, 1991)

The Former's Approach and the Gatti-Taylor's Method. Purcell (1992) names Whitaker's (1981) methodology for teaching vocabulary through songs as the former's approach. This approach consists of teaching a lesson with one song in one day. The steps that Whitaker (1981) proposes are the following: 1) playing the song while students look at the words in their worksheets; 2) without the songs playing, students have to repeat the words; 3) teacher indicates the vocabulary items or expressions that wants to teach by emphasizing the correct pronunciation of them; 4) teacher plays the song again and waits students feel confident to sing and pronounce the taught words freely.

Gatti-Taylor (1980), on the other hand, proposes a different method for including songs in vocabulary sessions. Gatti-Taylor's method supposes five to seven minutes a day for four days to have a complete acquisition of the lesson using a song. On the first day, students listen to a certain song and list the vocabulary that they know. Then, on the second day, the teacher gives students handouts with the lyrics of the song and with a filling blanks activity that has to be completed by listening to the song again. During the third day, students sing the song with the teacher. Finally, on the fourth day, students learn the song and the vocabulary that the teacher wanted to teach. With this technique, students acquire vocabulary items, correct pronunciation and stress, and also the intonation in phrases.

Multiple intelligences (Musical Intelligence). The Theory of Multiple Intelligences developed by Gardner (1983) contributed to the development of a series of studies related to psychology and pedagogy. In terms of Teaching English as a Foreign Language (TEFL), Bas (2008), Spirovska (2013), Derakhshan and Faribi (2015), restate a strong relationship between Multiple Intelligences (MI) and EFL classrooms. MI serves as a guide for understanding intelligence that allows teachers to develop several activities for encouraging learners to build on

existing strengths and foster learning styles (Kallenbach, 1999; Christison, 1999). Teachers should be aware of creating activities that involve most or all of the bits of intelligence for the presentation of a lesson or topic (Brualdi, 1996). For instance, to teach history, the teacher could include readings (linguistic, intrapersonal), maps (visual, spatial), songs (musical), and role-plays (interpersonal, bodily-kinesthetic). This way of presenting material allows teachers to reinforce the material in multiple ways without losing the students' attention.

Christison (1999) propose some guidelines on how MI has to be developed in classrooms, including:

- a) As a tool to help students develop a better understanding and appreciation of their strengths and learning preferences.
- b) As a tool to develop a better understanding of learners' bits of intelligence and awareness of intellectual diversity within the classroom.
- c) As a guide to provide a greater variety of ways for students to learn and to demonstrate their learning and understanding.
- d) As a guide to develop lesson plans that address the full range of learner needs.

These implications grant students to engage in the lesson since the multiple activities make them develop their predominant strengths and intelligences in order to have a high performance in the classroom (Spirovska, 2013).

The purpose of Gardner's (1983) theory was to demonstrate that intelligence goes beyond a single individual academic skill, it is a combination of nine different types of intelligence. Each type of intelligence appears at higher or lower levels than others in a human being. (Morgan, 1996; Stanford, 2003). Consequently, an individual can present a higher level of musical intelligence that is demonstrated in his ability to play a musical instrument, compose the lyrics of

a song and learn with songs or while the music plays in the background (Snyder, 1997; Mills, 2000). Thus, musical intelligence is associated with the linguistic one because, in both bits of intelligence, music plays an important role in language development.

Steps for the inclusion of music in a vocabulary lesson

Kencanawati (2010) proposes five aspects that teachers should consider before presenting a vocabulary lesson with the aid of songs, and nine steps for developing this type of class. The considerations that teachers should take into account are the following: 1) the students' English level; 2) the song has to contain familiar words; 3) the presentation of the lesson has to engage the students and make them practice in an activity; 4) the song has to contain new vocabulary for teaching; 5) the teacher need to choose a song wisely, according to the syllabus and depending on the topic that he wants to teach. Thus, these considerations will help teachers to choose the appropriate song.

It is important to mention that after the song selection, the teacher needs to concentrate on the teaching-learning process using this material. Kencanawati (2010) suggests nine steps for carrying out an effective vocabulary lesson:

- 1) Selection of the song for the lesson: the song has to be chosen according to students' age, level, and interests.
- 2) Listing of words: the words that are going to be taught need to be written down, read them aloud, and repeated by the students orally for checking their pronunciation.
- 3) Play the song: the first listening has to be slow in order to make students practice line by line.
- 4) Start singing the song: it is important to have the initiative to sing first to demonstrate comfortability doing this activity.



- 5) Make students repeat (sing): through the repetition (singing), students familiarize themselves with the lyrics of the song.
- 6) Concentrate on the new vocabulary and practice it: students are aware of the words that they are going to learn (linked with step 2)
- 7) Say each word aloud and let students guess the meaning according to the song: with the incorporation of short and dynamic activities, students continue paying attention and practicing at the same time.
- 8) Memorizing the song: students have to sing the whole song and memorize it.
- 9) Rewrite the song: this last activity works as a complement to make students remember both the pronunciation of the words and the spelling.

These steps may provide a guideline to teachers for incorporating songs in vocabulary lessons.

Mnemonic devices

Thompson (1987) mentions that mnemonics are techniques or devices, either verbal or visual, that help to improve the storage of new information, and the recall of information contained in memory. Similarly, Bellezza (1981) focuses on mnemonic devices and states that they are “learning strategies which can often enhance the learning and later recall of information”. Thus, it can be said that mnemonic devices are methods used by individuals for memorizing things, dates, names, numbers, etc., with the use of acronyms, acrostics, narratives, sounds, and rhymes (Saber & Johnson, 2008). Laing (2010) comments that mnemonic devices are designed to connect new information to something that students already know.

Amiryousefi and Ketabi (2011) comment that mnemonic is a memory-enhancing instructional strategy that involves teaching students to link new information to the knowledge they already have. They also claim that if the material is presented in such a way that fits in or

relates meaningfully to what is already known, then it will be retained for relatively long periods. Additionally, the authors affirm that memory influences vocabulary and grammar achievement. Consequently, two basic types of memory: short-term memory and long-term memory have appeared. Short-term memory saves instantly the information that is encountered for the first time. Although it is quick, it can hold information for a very short time since the storage capacity is small (Burgess & Hitch, 2006). On the other hand, the storage capacity in long-term memory is unlimited, but it goes relatively slow (Chang, Jo, & Lu, 2011; Burgess & Hitch, 2006). Aitchison (as cited in Amiryousefi & Ketabi, 2011), however, has a different point of view. He believes that information stored in the brain is linked in different ways depending on the person.

Chapter III

Literature Review

In the present section, we can find a review of the selected empirical research that will be helpful for the present research synthesis. The studies have been classified in a way that their analyses provide an outlook of the different effects of music to teach vocabulary to beginner-level learners. The section includes the effects of music when teaching vocabulary in EFL classrooms, the effects of music on motivation, music, and the impact on psychological aspects, and music flexibility in EFL classrooms.

Effects of music when teaching vocabulary in EFL classrooms

Vocabulary building. Research in this particular dimension has been mainly quantitative (Roohani, 2016; Abdolmanafi-Rokni & Ataee, 2014; Moradi & Zamanian, 2014; Azizi, 2016; Pavia, Webb & Faez, 2019; Bahrami, Izadpanah & Bijani, 2019; Coyle & Gómez, 2014; Shehadeh, 2014; Zamin, Adzmi & Mohamad, 2020; Kayyis, 2015; Yaprak, 2019) with a few qualitative (Atilla, 2014; Kocaman, 2016; Davis & Fan, 2016; Sholehudin, 2019; Winters &

Griffin, 2014) and mixed-methods (Cevikbaş, Yumurtacı & Mede, 2018; Kuśnierek, 2016; Chou, 2014) exceptions. Furthermore, the preferred instruments for data collection have been the pre and post-test (Abdolmanafi-Rokni & Ataee, 2014; Azizi, 2016; Bahrami, et al., 2019; Çevikbaş, et al., 2018; Coyle & Gómez, 2014; Davis & Fan, 2016; Kayyis, 2015; Kocaman, 2016; Moradi & Zamanian, 2014; Pavia, et al., 2019; Roohani, 2016; Shehadeh, 2014; Yaprak, 2019; Zamin, et al., 2020), rubric (Atilla, 2014; Chou, 2014; Kuśnierek, 2016; Winters & Griffin, 2014) and interviews (Chou, 2014; Sholehudin, 2019). The sample for the studies was varied, some authors (Abdolmanafi-Rokni & Ataee, 2014; Atilla, 2014; Azizi, 2016; Çevikbaş, et al., 2018; Coyle & Gómez, 2014; Chou, 2014; Davis & Fan, 2016; Roohani, 2016; Shehadeh, 2014; Yaprak, 2019) selected children for their research, and others worked with teenagers (Bahrami, et al., 2019; Kuśnierek, 2016; Moradi & Zamanian, 2014; Pavia, et al., 2019; Sholehudin, 2019) and adults (Kocaman, 2016; Kayyis, 2015; Winters & Griffin, 2014; Zamin et al., 2020).

Research has shown that music is perceived as a pedagogical tool for vocabulary building on beginner level learners (Cevikbaş, et al., 2018; Yaprak, 2019) since it allows students to acquire vocabulary items directly (Zamin, et al., 2020; Kuśnierek, 2016; Azizi, 2016; Atilla, 2014) and/or indirectly (Chou, 2014; Bahrami, et al., 2019; Abdolmanafi-Rokni & Ataee, 2014; Moradi & Zamanian, 2014; Davis & Fan, 2016). The type of song influence students' performance (Roohani, 2016; Sholehudin, 2019) since some music preferences may vary according to students' age, interests, and personality (Kayyis, 2015; Pavia, et al., 2019; Coyle & Gómez, 2014). Music may also influence the acquisition of informal words (colloquial language), which are useful for understanding situations that the students see on the internet or when they face a real conversation with a native English speaker (Kocaman, 2016; Winters & Griffin, 2014; Shehadeh, 2014).

Development of long-term memorization. In this ambit, research has been primary quantitative (Azizi, 2016; Bahrami, et al., 2019; Kayyis, 2015; Moradi & Zamanian, 2014; Pavia, et al., 2019; Sholehudin, 2019; Yaprak, 2019), with one qualitative (Kocaman, 2016) and one mixed-method (Kuśnierek, 2016). Concerning the instruments for the data collection, pre and posttests (Azizi, 2016; Bahrami, et al., 2019; Kayyis, 2015; Kocaman, 2016; Moradi & Zamanian, 2014; Pavia, et al., 2019; Sholehudin, 2019; Yaprak, 2019) and rubrics (Kuśnierek, 2016) were chosen for this purpose. Additionally, the sample that was chosen for the studies were children aged from 5 to 12 (Azizi, 2016; Kayyis, 2015; Pavia, et al., 2019; Sholehudin, 2019; Kuśnierek, 2016), adolescents (Bahrami, et al., 2019; Moradi & Zamanian, 2014; Yaprak, 2019) and adults (Kocaman, 2016).

Memorization is one of the most important components of vocabulary acquisition. Thus, music enables learners to achieve long-term retention of words as well as a complete comprehension of new terms (Bahrami, et al., 2019; Sholehudin, 2019; Moradi & Zamanian, 2014). It is an attractive method for teaching and learning vocabulary efficiently and to improve long-term memory (Kayyis, 2015). Students and teachers interactively beneficiate from music. When students want to know the meaning of a word, they do not look it up in a dictionary, they play the song again instead. Teachers, on the other hand, use songs for making a target phrase memorable (Yaprak, 2019; Kocaman, 2016). One of the effective ways of using music in classrooms is to repeat a certain song many times. It helps students to keep long-term memorization of vocabulary since repetitive things are hard to forget (Kuśnierek, 2016; Pavia, et al., 2019; Azizi, 2016).

Incidental learning of other language areas. The methodology that the research in this area employed has been qualitative (Atilla, 2014; Kocaman, 2016; Winters & Griffin, 2014) and

quantitative (Azizi, 2016; Shehadeh, 2014) by using questionnaires (pre-tests/post-tests) (Kocaman, 2016; Winters & Griffin, 2014; Azizi, 2016; Shehadeh, 2014) and a research daily (Atilla, 2014) for obtaining information. Moreover, the participants that these studies selected were mainly children from 8 to 10 (Atilla, 2014; Azizi, 2016; Shehadeh, 2014) and adults (Kocaman, 2016; Winters & Griffin, 2014).

Incidental or indirect learning refers to an implicit acquisition of skills or areas of the language. Denoting vocabulary learning, improvement of pronunciation, spelling, stress and word usage are some of the aspects that learners acquire indirectly since their main objective is to learn, memorize and remember vocabulary items (Kocaman, 2016; Azizi, 2016; Atilla, 2014). In the same way, learning vocabulary incorporating music benefits the learning of language skills such as listening, speaking, writing, and reading (Winters & Griffin, 2014; Shehadeh, 2014). For the analysis of the research in this area, qualitative methods have been dominant (Winters &

Learning words in contexts. Research for this aspect has been limited since a minimal number of studies found this aspect as a useful one. Atilla (2014) and Zamin, et al. (2020) presented two different formats for analyzing this effect. A research daily and questionnaires were employed separately in these two studies obtaining qualitative and quantitative results respectively. For determining the meanings of words, the employment of dictionaries is the most common material for learners. However, the lyrics of songs contain relevant words surrounded by phrases that are perfectly connected. Thus, an individual may infer the meaning of a word easily and understand it if he knows the song (the lyrics) (Atilla, 2014; Zamin, et al., 2020).

Effects of music on motivation

Quantitative methods (Abdolmanafi-Rokni & Ataee, 2014; Azizi, 2016; Coyle & Gómez, 2014; Roohani, 2016; Shehadeh, 2014) have been dominant in this dimension. Even though, qualitative (Davis & Fan, 2016) and mixed-methods (Chou, 2014; Cevikbaş, et al., 2018) also contributed to the analysis of evidence. The application of both questionnaires (Abdolmanafi-Rokni & Ataee, 2014; Azizi, 2016; Coyle & Gómez, 2014; Roohani, 2016; Shehadeh, 2014) and interviews (Chou, 2014; Cevikbaş, et al., 2018) aided to gather relevant data concerning to this topic. Furthermore, the preferred sample of participants selected for the research in this ambit were children (Abdolmanafi-Rokni & Ataee, 2014; Azizi, 2016; Coyle & Gómez, 2014; Chou, 2014; Cevikbaş, et al., 2018; Roohani, 2016; Shehadeh, 2014).

Knowing whether a certain technique is perfectly used or not in teaching vocabulary becomes a challenge for teachers. Research affirms that bringing fun into classes makes students feel motivated in the learning process (Cevikbaş, et al., 2018; Roohani, 2016). Music can increase students' motivation for learning English as well as to learn vocabulary (Abdolmanafi-Rokni & Ataee, 2014; Davis & Fan, 2016; Azizi, 2016; Shehadeh, 2014). Furthermore, by using music learners could focus their attention on keywords and show favorable attitudes towards the target language (Coyle & Gómez, 2014; Chou, 2014).

Music and the impact on the psychological aspect

The learning process does not have only to care about the students' instruction, but also for their comfort in the classrooms. A relaxed atmosphere may help to break down the psychological barriers of students and motivate them to be more competent in their learning instruction (Zamin, et al., 2020; Moradi & Zamanian, 2014). The inclusion of music in classrooms makes learners feel comfortable during vocabulary lessons by improving their

participation in class and their attention to the teacher (Moradi & Zamanian, 2014; Atilla, 2014; Coyle & Gómez, 2014; Sholehudin, 2019).

In this ambit, evidence was collected through quantitative (Coyle & Gómez, 2014; Moradi & Zamanian, 2014; Sholehudin, 2019; Zamin, et al., 2020) and qualitative (Atilla, 2014) methods. Moreover, the instruments that were used in this set of studies were questionnaires (Coyle & Gómez, 2014; Moradi & Zamanian, 2014; Zamin, et al., 2020), interviews (Sholehudin, 2019), and a research daily (Atilla, 2014). Referring to the participants, children (Atilla, 2014; Coyle & Gómez, 2014; Sholehudin, 2019), adolescents (Moradi & Zamanian, 2014), and adults (Zamin, et al., 2020) were taken as the sample in this ambit.

Type of music used in EFL classrooms

Music involves multiple genres and styles such as Pop, Rock, Oldies, Country, Classic, etc. Thus, the application of some of those types of songs in classrooms depends on students' age, level, and interests (Shehadeh, 2014). Additionally, research has demonstrated that there exist three effective ways in which songs have to be introduced for having a great impact on learners' vocabulary acquisition: educational songs, Pop and Rock songs, and background music.

Educational Songs. For this kind of music, researchers considered that children appreciate more the educational songs since it causes them comfort in classes. The research was primarily quantitative (Roohani, 2016; Azizi, 2016; Coyle & Gómez, 2014; Shehadeh, 2014; Winters & Griffin, 2014) with few mixed studies (Cevikbaş, et al., 2018; Chou, 2014) and qualitative (Atilla, 2014; Davis & Fan, 2016). The purpose of the inclusion of educational songs is to teach a certain topic in an interactive way where students sing and listen to songs while they

learn at the same time. Some of the songs that were used for the research were “Head and Shoulders” (Roohani, 2016), “Five Little Monkeys” (Coyle & Gómez, 2014; Davis & Fan, 2016), “Healthy Food Will Make You Smile” (Shehadeh, 2014; Cevikbaş, et al., 2018). The results obtained from the incorporation of this type of songs were effective retention of new words (Azizi, 2016; Winters & Griffin, 2014) and positive attitudes on paying attention to the teacher since children love singing (Roohani, 2016; Shehadeh, 2014; Cevikbaş, et al., 2018; Coyle & Gómez, 2014; Davis & Fan, 2016; Atilla, 2014; Chou, 2014).

Pop and Rock Songs. As mentioned above, the selection of songs depends on many factors (Shehadeh, 2014), so Pop and Rock songs are mostly preferred by adolescents and adults for being music that they listen to every day. “Every Breath You Take”, “Just the Way You Are”, “The Lazy Song”, “When We Were Young” and “Creep” were some of the songs applied in classrooms with the purpose of teaching vocabulary since all songs mentioned before containing repetitive lyrics and are very well known (Pavia, et al., 2019; Kuśnierek, 2016; Zamin, et al., 2020; Sholehudin, 2019; Yaprak, 2019). Introducing this kind of songs brings positive results to students such as long-term memorization of keywords (Kusniere, 2016; Pavia, et al., 2019; Kayyis, 2015; Sholehudin, 2019; Yaprak, 2019), indirect learning of other areas of language (Kocaman, 2016) and improvement of motivation for learning English (Zamin, et al., 2020).

Background music. Research in this type of introducing music was quantitative (Abdolmanafi-Rokni & Ataee, 2014; Moradi & Zamanian, 2014; Bahrami, et al., 2019) with the application of pre-tests and post-tests. Playing background music in classrooms while a vocabulary lesson is taken its course resulted beneficial for learners because melodies make students enter in a relaxed state (Bahrami, et al., 2019). Students showed higher levels of

motivation for learning while background music was playing; therefore, their grades and proficiency levels improved significantly (Abdolmanafi-Rokni & Ataee, 2014; Moradi & Zamanian, 2014).

Chapter IV

Methodology

This research synthesis accomplished exploratory research of bibliographical character to analyze the effects of using music to teach vocabulary to beginning learners of English as a Foreign Language. This type of research is defined by Cooper and Hedges (2009), as the conjunction of a particular set of literature review characteristics, which almost always pay attention to relevant theories, critically analyze the research they cover, try to solve conflicts in the literature, and also attempt to identify central issues for future research.

The articles were selected through databases such as Scholar Google, ERIC, the virtual library of Universidad de Cuenca, and ResearchGate. The key terms used for this research were (a)EFL vocabulary, (b)music as a strategy to teach EFL learners, (c)EFL Beginner level, (d)techniques to teach vocabulary through music, and (e)type of music. Moreover, some journals that were revised were *the International Journal of Instruction, Language Teaching and Educational Research, International Journal of Basic Sciences & Applied Research, English Education Journal, English Language Teaching, World Scientific News, Chinese Journal of Applied Linguistics, An Interdisciplinary Journal* and *Journal of Applied Linguistics and Language Research*. Lastly, 16 studies were selected to perform this synthesis.

Inclusion/exclusion criteria

The analysis for the selection of the studies related to the effects of using music in EFL classrooms has been developed meticulously. Thus, this research included only the studies that met the following criteria:

- a) The study must have been published between 2014 and 2020. This time frame was considered an ideal period to obtain updated evidence related to this topic.
- b) The study must have been published in a peer-reviewed journal. It is an important criterion because peer reviewers check the article in all of its dimensions and deliberate the acceptance of the publication of a certain article.
- c) Location related to primary research papers was not taken into account. European, Asian, African, or Latin American articles were accepted on the condition that English was not spoken as a mother tongue or as a second language.
- d) The study must have been conducted in an EFL context. EFL and ESL learners differ significantly when they acquire vocabulary. It is evidenced by the amount of English language that they are exposed to and the need to learn it.
- e) The study must have been of an empirical nature since they analyze and comprise information throughout experimentation, observation, or measurement of a phenomenon. These features align with those of research synthesis.
- f) The study must have included quantitative, qualitative, or mixed methods. this flexibility in terms of methods provided data from different perspectives, which enriched your research.

Some studies had to be excluded from this research due to certain criteria that they did not encompass.

- a) Studies that were published before 2014. This criterion was included because the evidence collected at that time was not considered suitable for this updated research.
- b) Studies that were not published in peer-reviewed journals. In this case, this criterion was taken into account because it affects the credibility of the research.
- c) Studies that were carried out in ESL contexts. This aspect was considered since studies in ESL contexts did not address the purpose of the research.

Chapter V

Data Analysis

For the analysis of this research synthesis, this part was divided into two stages that provide the analysis based on the methodological features and the research questions, respectively.

- a) Stage 1: Analysis based on the Research Design

The first part of the analysis was focused on the characteristics of the methodology of the 17 studies analyzed. The features taken into account were: (a) the research design, (b) the location, (c) data collection tools, and (d) participants' age. Regarding the research design, studies were gathered and coded according to the methods that they employed, (a) quantitative, (b) qualitative, and (c) mixed methods. To describe the location in which the studies were carried out, (a) Asian and (b) European countries were included. Concerning the data collection tools,

studies were coded by the type of instrument (a) questionnaires (pretests and posttests), (b) rubrics, and (c) interviews. Finally, the age of the participants was coded by age ranges (a) children, (b) adolescents, and (c) adults.

Table 1: Research Design of the Studies

The research design employed in the study

Research design	N° of studies	%
Quantitative	10	59%
Qualitative	4	23%
Mixed-methods	3	18%

N=17

Table 1 shows the different methods that were employed in the 17 studies analyzed in this research. Although mixed-methods seemed to be the most suitable for this research because of its capacity of linking quantitative with qualitative results (Almalki, 2016), most of the analyzed studies (10) preferred quantitative methods. The quantitative method proved to be the most practical because it allowed obtaining measurable data from the tests (Hashemi & Babaii, 2013). Thus, this method aids to discriminate the grades prior and posterior to the application of music into vocabulary lessons. However, qualitative data were also required in this research because of the need for subjective information that had to be gathered based on the students' and teachers' perceptions. (Heidari & Araghi, 2015). Since this topic involves subjective information by both teachers and students, the application of qualitative methods was relevant to obtaining punctual information for the analysis.

Table 2: Location*Location of the primary studies*

Continent	Country	N° of studies	%
Asia	Iran	3	17%
	Turkey	5	29%
	Indonesia	3	17%
	China	2	12%
	Israel	1	6%
	Thailand	1	6%
Europe	Spain	1	6%
	Poland	1	6%

N=17

Table 2 illustrates the countries where the selected studies took place. Turkey represents the place where most of the studies were carried out (29%). Then, Iran and Indonesia constituted a number of three studies (17%) each gone, and China with two studies (12%). Lastly, the remaining data correspond to Israel, Thailand, Spain, and Poland where just one study was conducted in each country. Therefore, it can be noticed that studies conducted in Asian countries were predominant by appearing in 15 out of 17 studies. The principal cause these countries has been a case of study is that there exists a huge desire towards English learning (Bolton, 2008). It is accompanied by the necessity of acquiring this language for economic competitiveness due to the ideology of having a high English proficiency assures individuals an opportunity to travel and invest abroad (Chang, 2011). In other words, English expands perspectives and opens doors

to the future of Asian people around the world by offering them the opportunity of sharing their thoughts.

Table 3: Data Collection Instruments

Data collections tools used in the studies selected

Instrument	N° of studies	%
Questionnaires (pretests and posttests)	11	65%
Interviews	4	23%
Rubric	2	12%

N=17

Table 3 indicates the instruments that were used in the 17 primary studies. It was evidenced that questionnaires were the preferred tool employed for gathering information by appearing in 11 out of 17 studies (65%). Questionnaires involved the application of pretests and posttests which allowed to be administered to a large number of participants and obtain accurate data (Nunan, 1999). Similarly, interviews and rubrics were used in four and two studies respectively. These collection instruments were included in few studies due to the complexity of the data analysis and its time-consuming (Flick, 2006). Consequently, questionnaires were the most suitable collection tool for this research since they provided valuable information for being evaluated and synthesized concerning the general objective. Additionally, they allowed analyzing the students' performance before the application of the strategy, as well as their development after it (Coyle & Gómez, 2014).

Table 4: Participants' Age*Participants' age*

Group	Age range	N° of studies	(%)
Children	5-11	10	59%
Teenagers	12-16	4	24%
Adults	17-25	3	18%

N=17

This table demonstrates the age of the learners on which the selected studies focused on. More than half of the primary studies (59%) focused on the effects of using music to teach vocabulary to children, that correspond from four to 11 years old. The number of studies directed to teenagers and adults was four and three out of 17 respectively.

Studies (10) have demonstrated that children are more active and flexible than teenagers and adults. Therefore, the incorporation of songs in vocabulary lessons has multiple benefits for children. They perceive songs as funny tools where they can sing, enjoy and learn at the same time (Çevikbaş, Yumurtacı & Mede, 2018; Coyle & Gómez, 2014). Additionally, music makes children pay attention to their instructor, develop long-term vocabulary retention, and enhance motivation in learning (Abdolmanafi-Rokni & Ataee, 2014; Atilla, 2014; Azizi, 2016). On the other hand, few studies focused on the effects of music on teenagers and adults. Incorporating a new strategy to teach vocabulary does not tend to be complicated for teenagers; however, the psychological changes that they are experimenting with make this strategy a means of disturbance and distraction (Kuśnierek, 2016).

Although indeed, the type of music is not directly related to the features of the research design, it is relevant to mention what kind of songs were included in the selected studies. The type of songs that were evidenced corresponds to three main categories Educational songs, Pop and Rock songs, and background music. Educational or content songs are songs that contain vocabulary for teaching a certain topic. For example, the song “Head and Shoulders” works efficiently for teaching the parts of the body (Roohani, 2016; Atilla, 2014). Similarly, the song “Healthy Food Will Make You Smile” helps students to learn vocabulary related to daily routines by memorizing not only words but also phrases (Çevikbaş, Yumurtacı & Mede, 2018; Shehadeh, 2014). Although this song is commonly used for children, there are no studies that indicate that that song could be used for teenagers and adults. Educational songs can be created by teachers employing the rhythm of other songs with lyrics created for a specific purpose. Pavia, Webb, and Faez (2019) proposed another effective type of song that can be used for teaching vocabulary. They were Pop and Rock songs. Their study incorporated very well-known songs like “Every Breath You Take” by The Police and “Die a Happy Man” by Thomas Rhett. The authors obtained beneficial results when this type of song was played in EFL classrooms since those songs were familiar for students who listen to them every day. In the same way, Bruno Mars’s songs, “Just the Way You Are” and “The Lazy Song”, were preferred by teachers because the lyrics were repetitive and by students because of the popularity of the singer and his songs (Sholehudin, 2019; Kuśnierek, 2016). Finally, playing music in the background of a vocabulary lesson has been demonstrated to have positive results on students’ motivation (Moradi & Zamanian, 2014). Motivated students show favorable attitudes towards learning a new language (Abdolmanafi-Rokni & Ataee, 2014); therefore, the inclusion of background

music in classrooms benefits students to understand and memorize new words easily and to feel relaxed during new vocabulary lessons.

b) Stage 2: Analysis based on the research questions

In this section, findings from the primary studies were synthesized and analyzed in a way where the research questions could be answered.

First research question:

What are the effects that the use of music as a tool to teach vocabulary has on EFL learners with beginner-level students?

Table 5: Effects of Music on Vocabulary Development

Effects of using music when teaching vocabulary in EFL classrooms

Effects of music on beginner learners	N° of studies	(%) ^a
Incidental learning	4	24%
Long-term memorization	10	59%
Learning words in contexts	2	12%
Receptive and productive vocabulary acquisition	17	100%
Motivation	9	53%
Psychological benefits	8	47%
Improvement of academic performance	7	41%
Improvement of communicative abilities	7	41%

^a Some of the studies contain more than one effect

Table 5 shows the most common effects that music has on vocabulary learning in EFL classrooms. The three following items received the highest frequency: the receptive and productive vocabulary acquisition, with a 100% prevalence in all of the studies; followed by the development of long-term memorization; the aspect of motivation on students. It is also relevant to mention the item that received the lowest frequency, learning words in contexts.

As the table indicates, the prevalent effect of songs in teaching vocabulary was receptive and productive vocabulary acquisition. Students acquired these aspects of vocabulary by performing activities that include both music and interaction with their peers (Lake, 2002). Moradi and Zamanian (2014) stated that students could memorize new words and identify their meanings competently when music was incorporated into vocabulary lessons. Thus, the usage of a word (noun, adjective, adverb, or verb) is perfectly identified by learners. Additionally, for having a complete understanding of new vocabulary, some authors suggested some considerations that teachers need to take into account at the moment of selecting a song. They argued that the song should have a short length, repetitive lyrics, easy-to-follow verses, and familiar sounds (Pavia, Webb & Faez, 2019; Abdolmanafi-Rokni & Ataee, 2014; Kuśnierek, 2016).

The influence of music for memorizing new words has called the attention of many authors. Pavia, Webb, and Faez (2019) affirmed that music causes a great impact when it is used as a technique to teach vocabulary due to the long-term memorization that students presented. Since music is a flexible instrument, it can be used for strengthening any area in vocabulary acquisition such as pronunciation, stress, and intonation (Gatti-Taylor, 1980). Furthermore, in terms of memorization, the music goes beyond the English classes because students could

memorize significantly vocabulary items by listening to songs in class or outside of it, for instance, at home (on the internet, on the radio, on a tv), on concerts or the street (Kuśnierek, 2016; Azizi, 2016).

Concerning the aspect of motivation caused by the application of music in classrooms, students presented positive attitudes towards this strategy. When music was played in classrooms, students felt motivated and relaxed for learning and paying attention to the teacher (Engh, 2013). This made that the teacher presents the vocabulary lesson surely and interact with the whole class since the pleasant classroom atmosphere helped students to maintain their concentration (Deny, Ys, & Fajrina, 2016). Additionally, the inclusion of songs for teaching vocabulary motivated the students to be participative in class, to get more ideas when they listened to songs, and also to sing the songs together (with the teacher) because the rhythms were familiar for them (Azizi, 2016; Roohani, 2016).

On the other hand, the least frequent effect that music had to teach vocabulary was the learning of words in contexts. Only two out of 17 studies show that learning words in contexts were relevant for students. Atila (2014) mentioned that students could infer the meaning of words by the context in which the words appear in the song. Similarly, Zamin, Adzmi & Mohamad (2020) added that students understand the meaning of words without looking at them in a dictionary, so they can make sentences employing the new words according to the presented context in a song. Nevertheless, those statements are not enough for labeling the effect of learning words in context as a relevant one for the analysis of this research since the 17 studies missing do not agree with the other two. The aid of the context provided by a song limits the

understanding of the other meanings that a word may have or how it can be used (Roohani, 2016; Chou, 2014; Moradi & Zamanian, 2014).

Second research question

What are the teachers' and students' perceptions about the effects of using music to teach vocabulary to EFL beginners' level students?

Table 6: Teachers' and Students' Perceptions regarding Music in Vocabulary Lessons

Teachers' and students' perceptions towards the use of music for teaching vocabulary

	Perceptions	N° of studies ^a	(%)
Teachers' perceptions	Control over the class	4	47%
	Increase in students' participation	2	35%
	Effectiveness of music as a mnemonic device	1	18%
Students' perceptions	Becoming interested in learning English through songs	2	24%
	Building up relationships with peers.	1	12%
	Remembering vocabulary items for long periods of time	3	41%
	Learning something more than just words	2	24%

N=7

^a The exact number of studies that were considered to interpret the data in this section was seven since they were related to the perception of teachers and students.

Table 6 analyzes the teachers' and students' perceptions separately. Relating to teachers' perceptions, the inclusion of music as a tool to teach vocabulary benefited teachers by facilitating control over the classroom (Moradi & Zamanian, 2014; Sholehudin, 2019). Grubaugh and Houston (1990) add that having the prior identification of the classroom leaders helps the teacher to gain control in the learning process. The classroom leaders are divided into two types: the intellectual and the charismatic leaders (Grubaugh & Houston, 1990), thus catching the attention of the leaders influences the students' reactions towards the use of a new teaching strategy. Furthermore, music allowed teachers the creation of cooperative learning, where students participated actively during the class and gave support to their peers when it was needed (Atilla, 2014; Coyle & Gómez, 2014).

Conversely, the first-time application of music into vocabulary lessons brought some disturbances for teachers. It was difficult for the teacher to manage the class since students felt anxious, confused, and intimidated about the new procedures and activities that they had to follow (Abdolmanafi-Rokni & Ataee, 2014). However, the constant application of this technique generated a positive atmosphere (Çevikbaş, et al., 2018) where students are able to follow instructions and share ideas with the teacher. Thus, music becomes a flexible teaching tool because it serves to teach vocabulary items, manage the class and motivate students to learn.

Concerning students' perceptions, studies reported that students demonstrated genuine vocabulary acquisition, understanding, recognizing, and remembering new words (Atilla, 2014; Shehadeh, 2014). Students showed domain of new words thanks to the aid of the correct song. In other words, the right song selected previously by the teacher allowed students to identify the meanings of the words by making the use of the context in which it appears, thus, students saved

time in looking the meaning in dictionaries. Moreover, students were fascinated with songs since this strategy became enjoyable, interesting, and served as means to express themselves through activities related to real contexts (Abdolmanafi-Rokni & Ataee, 2014; Chou, 2014). Students link this perspective with their home comfort (Davis & Fan, 2016) because they let aside the academic aspect and concentrate on themselves by improving the relationship with their classmates. Finally, students observed that songs could work with other aspects of vocabulary such as pronunciation, intonation, listening, speaking, and spelling (Azizi, 2016; Shehadeh, 2014). Basically, students could not notice that they were practicing other areas of vocabulary until the instructor took the posttest.

Chapter VI

Conclusions and Recommendations

Conclusions

The primary focus of this research synthesis was to identify the effects that the use of music has when teaching vocabulary in English as a Foreign Language (EFL) contexts. Thus, the connection of music-vocabulary has been considered as an effective teaching strategy in EFL classrooms (Lake, 2002; Roohani, 2016; Atilla, 2014; Shehadeh, 2014; Pavia, Webb, & Faez, 2019; Moradi & Zamanian, 2014; Abdolmanafi-Rokni & Ataee, 2014; Kuśnierek, 2016; Zamin, Adzmi & Mohamad, 2020; Roohani, 2016; Chou, 2014). Furthermore, the analysis of the teachers' and students' perceptions related to the use of music as a strategy to teach vocabulary has been taken into account in this research because of the relevance of labeling this strategy as suitable or not. The data analysis allowed to obtain sufficient information for concluding that the inclusion of music in EFL classrooms has more positive effects on beginner-level learners than

negative ones. Therefore, the application of this strategy brought a series of benefits for EFL learners as well as some opinions and attitudes in teachers and students.

Regarding the effects of using music as a strategy to teach vocabulary, the analyzed studies that were selected for this research synthesis found that those effects tend to be positive. Music provided learners a full vocabulary acquisition that included the productive and receptive aspects (Lake, 2002; Moradi & Zamanian, 2014; Pavia, Webb & Faez, 2019; Abdolmanafi-Rokni & Ataee, 2014; Kuśnierek, 2016). These two aspects are linked with language skills; thus, receptive vocabulary acquisition refers to the performance of vocabulary in reading and listening, while speaking and writing correspond to a productive acquisition (Nation, 2008; Husain, 2015). Furthermore, the constant repetition of a song during the class allows students to learn, understand and memorize new words for long periods of time. In this way, music encourages learners to develop long-term memorization (Chang, Jo, & Lu, 2011; Burgess & Hitch, 2006) in which the information acquired in the vocabulary lessons remains in students' minds because music acts as a mnemonic device by making students link new melodies and lyrics with previous experiences (Saber & Johnson, 2008; Laing, 2010). Similarly, the capacity of recognizing words when a song is played caused learners an improvement in reproducing words with their appropriate stress and pronunciation (Gatti-Taylor, 1980; Kuśnierek, 2016; Azizi, 2016). The teacher tends to be responsible for achieving these results in the students since he introduces mnemonic strategies in his classes by making students create a connection between the new information and the knowledge they already had (Amiryousefi & Ketabi, 2011; Moradi & Zamanian, 2014; Laing, 2010; Thompson, 1987; Bellezza, 1981; Saber & Johnson, 2008). Another remarkable finding based on the studies reviewed is the impact of music on students' motivation. The majority of students projected real interest to learn when they listened to songs

that were pleasant for them since they felt relaxed and comfortable in classes (Coyle & Gómez, 2014; Cevikbaş, et al., 2018; Roohani, 2016; Abdolmanafi-Rokni & Ataee, 2014; Davis & Fan, 2016; Azizi, 2016; Shehadeh, 2014; Chou, 2014). These statements agree with some of the principles of the Suggestopedia Method. Erskine (2002) manifests that this method connects academic performance with relaxed mental state of students. Therefore, it is possible to assert that motivated students may be able to take advantage of their intellectual capacities in order to maximize their learning.

Moreover, the methodology for the inclusion of this strategy depends on the students' age and level. According to the focus of this study, students with beginner English level corresponds to children, adolescents, and adults who have a slight knowledge of the English language. Considering the previous aspect, it is necessary to remark that the relation song-student is vital for carrying out an efficient methodology by incorporating the appropriate type of music for a certain group of students: children, adolescents, or adults. This statement is corroborated in the Former's Approach. Whitaker suggests that this approach contains pedagogical implications for planning a lesson such as the importance of selecting a song depending on students' level, age, and interests, the number of times to play a song, and the classroom activities for carrying out vocabulary lessons by incorporating music. (as cited in Purcell, 1992). Thus, in the case of children, the more suitable type of music was the educational songs because they have repetitive and understandable lyrics and easy to follow verses (Coyle & Gómez, 2014; Roohani, 2016; Davis & Fan, 2016; Shehadeh, 2014; Azizi, 2016; Winters & Griffin, 2014). On the other hand, both adolescents and adults shared the same interest to learn with Pop and Rock songs due to the familiarity of sounds and lyrics (Kuśnierek, 2016; Pavia, et al., 2019; Zamin, Adzmi & Mohamad, 2020; Sholehudin, 2019; Yaprak, 2019; Kayyis, 2015; Kocaman, 2016). Therefore,



the correct use of teaching tools can bring beneficial results for the instructor as well as for the students.

Another important implication is related to the different perceptions that teachers and students had towards the application of this strategy. Firstly, teachers' perceptions towards the inclusion of music for teaching vocabulary tended to be positive because they evidenced fructiferous behaviors in learners (Abdolmanafi-Rokni & Atae, 2014; Moradi & Zamanian, 2014; Sholehudin, 2019; Grubaugh & Houston, 1990; Atilla, 2014; Coyle & Gómez, 2014). Having this advantage, teachers had control over the students by managing productively their classes (Christison, 1999; Moradi & Zamanian, 2014; Sholehudin, 2019; Grubaugh & Houston, 1990). Additionally, music offers teachers confidence and flexibility to carry out different classroom activities, for instance, the creation of study groups that allows students to learn from each other (Lake, 2002; Atilla, 2014; Coyle & Gómez, 2014). In this way, the students' participation increases significantly during a class since music, in some way, molded learners' behavior regarding the cooperation with their peers. Regarding the previous arguments related to the flexibility to create activities that encourages students' participation, the benefits of these kinds of activities can be understood under the perspective of Communicative Language Teaching (CTL) because this approach emphasizes the influence of using language for communicative purposes. Therefore, the CTL approach intends to create situations or contexts in which students may be able to use the target language to communicate and express their ideas (Tarvin & Al- Arishi, 1991; Dong, 2001; Jue, 2010). Consequently, teachers' decisions during the class tend to be flexible and unpredictable since they decide what, when and how a certain technique should be applied according to how the class flows.

Concerning students' perceptions, on the other hand, findings revealed that the main factor that was labeled as beneficial was the interest to learn English. Music may change students' perspective towards learning English since with the incorporation of songs to learn vocabulary, students feel more comfortable in class and with great interest to learn new things in English (Spirovska, 2013; Abdolmanafi-Rokni & Ataee, 2014; Chou, 2014; Davis & Fan, 2016). In regard to this argument, the theory that supports this claim is the Theory of Multiple Intelligences (MI) developed by Gardner (1983). This theory emphasizes that the comfort of learning through music is evidenced in Musical Intelligence (Snyder, 1997; Mills, 2000). In this way, musical intelligence acts as a motivational agent by making students enhance their interest to learn English when music is used in classrooms (Mills, 2000). Besides the interest in English and music, students appreciated the value of vocabulary learning. Songs allowed learners to perform vocabulary lessons efficiently by accomplishing other aspects of vocabulary such as good pronunciation with adequate stress and intonation (Azizi, 2016; Shehadeh, 2014). This is supported by Gatti-Taylor's method (1980) which affirms that the melody that remains in students' minds after being listened serves to comprehend the meanings of words as well as their correct pronunciation. Therefore, the imitation of a song and the constant repetition of it allows learners to acquire indirectly the complements of vocabulary academicsince the constant repetition of a song makes students acquire indirectly the complements of vocabulary.

Recommendations

Analyzing the positive results obtained through the incorporation of music to teach vocabulary, this strategy tends to be recommended for application in EFL classrooms. If it is applied in English as a Second Language (ESL) classrooms, the vocabulary items should be more advanced since beginner ESL students tend to have more vocabulary than beginner EFL

ones. It is crucial to contemplate some aspects proposed by Kencanawati (2010) for incorporating songs to teach vocabulary: students' English level, songs with familiar words, and songs with new vocabulary items. Additionally, to achieve better results, students' age and interests should be considered. Moreover, the intensification of the use of this strategy is also recommended to familiarize students with this useful method for learning vocabulary. Similarly, this research synthesis suggests that teachers promote more activities that involve music in order to foster the indirect learning of pronunciation, stress, and intonation. In other words, the emphasis on the speaking skill, in all of its dimensions, should be considered as complementary teaching because appropriate vocabulary learning is related to the correct pronunciation.

The fact of establishing specific steps to introduce a song into a vocabulary lesson is still debatable. Some studies affirm that a certain song should be played many times during the lesson to make students familiarize themselves with the melody and lyrics of the song (Roohani, 2016; Whitaken, 1981). Gatti-Taylor (1980), a seminal author in the topic, remarks that students need to learn (to sing) the whole song to acquire the vocabulary items although it may take more than one day. Nevertheless, this research recommends following Malekian's (2016) methodology that consists of three steps. At the first step, the song has to be played to make students listen carefully. Additionally, the teacher sings the song and writes it on the board in order to students recognize the words, their meanings, and their pronunciation. The second step consists of making students sing the song with the teacher (students may read what is written on the board if they want). Finally, students can sing while the teacher makes short corrections on their pronunciation. By the end of the lesson, the teacher takes a brief evaluation by asking for the meaning of some words learned during the class.



Furthermore, in this synthesis, the majority of the studies' participants were children. It would be interesting to conduct studies with adolescents and adults with beginner English levels to generalize results. Concerning the type of music, studies that incorporate different kinds of English songs could help to evaluate the impact on vocabulary development. Finally, responding to the lack of research on the use of music in Latin America, it is recommended to conduct studies in this context in order to examine the effects caused by using this strategy. It is important to know more concerning this context because the majority of Latin American countries are in low positions in terms of English proficiency (EPI - EF Proficiency Index) differing significantly from Asian countries located in higher places.

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Appendix 1

List of Primary Studies for Analysis

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