STUDENTS' PERCEPTIONS AND PREFERENCES ON THE USE OF ENGLISH

SONGS IN VOCABULARY LEARNING: A CASE OF MUSIC MAJOR STUDENTS

AT SHANGHAI CONSERVATORY OF MUSIC IN SHANGHAI, CHINA

FU HONGJUN

I.D. No 6319515

A Thesis Submitted in Partial Fulfillment of the

Requirements for the Degree of

MASTER OF ARTS

in English Language Teaching

Graduate School of Human Sciences

ASSUMPTION UNIVERSITY, THAILAND

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Thesis Title: Students' Perceptions and Preferences on the Use of English Songs in Vocabulary Learning: A Case of Music Major Students at Shanghai Conservatory of Music in Shanghai, China

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Field of Study: MA. IN ENGLISH LANGUAGE TEACHING (ELT)

Thesis Advisor: Asst. Prof. Dr. Linchong Chorrojprasert

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ABSTRACT

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Key Words: English songs, Music major students, Vocabulary teaching and learning

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Thesis Title: Students' Perceptions and Preferences on the Use of English Songs in Vocabulary Learning: A Case of Music Major Students at Shanghai Conservatory of Music in Shanghai, China

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Songs are considered a universal language because no matter what language they may be, they connote emotion because of their rhythm and melodies. This study investigated Music Major Students' perceptions and preferences for using English songs in vocabulary learning. Two research objectives were used as foundations: 1) to investigate the Music Major Students' perceptions of the use of songs for English vocabulary learning; and 2) to explore Music Major Students' preferences for using English songs for practical vocabulary learning. The data was collected qualitatively using a questionnaire survey. These were analyzed using descriptive analysis. All the findings were presented in a table to show the different findings. The findings indicated that Music Major Students' perception of using songs for English vocabulary learning is HIGH. The indication is that most music major students think positively about using English songs to develop their vocabulary knowledge. They also implied that they have HIGH preferences for using English Songs as they think English songs

can help them to learn English vocabulary effectively. This means that English songs help

learners acquire and learn English efficiently because of memory recall. They let them

engage in the activity they love the most, listening to music.

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CONTENTS

CHAPTER I   INTRODUCTION

CHAPTER II   REVIEW OF RELATED LITERATURE

CHAPTER III   RESEARCH METHODOLOGY

CHAPTER IV   RESEACH FINDINGS

CHAPTER V   CONCLUSION

LIST OF TABLES

TABLE   **Page**

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, a statement of the problem, research questions, research objectives, theoretical framework, conceptual framework, the scope of the study, the definition of terms, and the significance of the study.

Background of the Study

Songs play a big part in people's life. Several studies revealed that songs have potential stimuli to help students recall some information through its lyric (Coyle et al., 2014)). Additionally, music consistently surrounds our lives and may potentially assist educators in removing boundaries between the various communities that students belong to (Nagy & Herman, 1987). If we connect songs to the English language, it plays a crucial role in the younger generations' life, especially those who love music, as songs connect them with the world of music. Music becomes part of their life while studying, working, and social life. Because of the global economy makes English increasingly prominent. In the music world, English has become an essential information carrier as it is a widely used language in this field. Thus, English ability becomes a necessary skill. Therefore, students need to acquire English as part of their foreign language as this helps to open the door to opportunities. According to Fonseca-Mora et al. (2011), music and language have shared common features, as music is regarded as the universal language of human beings so as language. In addition, music and language have communicative features. Many studies show that music can improve learners' learning ability (Hallam, 2010) and allow learners to interact with each other (Bidelman et al., 2013).

Learning music helps develop language and reasoning skills. According to Xi (2021), based on his study on students with early musical training, music helps learners to develop their brain areas related to language and reasoning. Furthermore, as music can help the brain develop, learning music can improve memory. For example, music performers can play dozens or hundreds of pieces. Therefore, learning through the use of English songs can improve language memory ability (Xi, 2021) through memory recall (Phisutthangkoon & Panich, 2016). Additionally, as music typically involves emotion (Sevik, 2011), this might help learners to think rationally. English language learning needs to be coordinated, such as listening and speaking. Learners of English as a foreign language need to coordinate in thinking transformation. Language learning is challenging, so as music (Zhou, 2019). In learning English using English songs, an exchange of communication between students and teachers might increase as songs can stimulate students' engagement through English music (Sevik, 2011).

Based on different studies (Saldıraner & Cinkara, 2021; Hou, 2017; Hallam & Himonides, 2022), by learning English songs, students will acquire not only survival skills but also one of the learners' emotional intelligences that shape their interpersonal competence. Students should possess some of the characteristics to understand not only their own culture but also foreign cultures. Consequently, students can develop their English and pattern recognition skills. Singing English songs can provide repetition in a fun form which improves vocabulary recognition and might be able to solve a boring situation of English learning (Hou, 2017). As music is an art, thus it builds imagination and intellectual curiosity, self-esteem, and confidence (Saldıraner & Cinkara, 2021; Milea, 2022).

English songs and the English vocabulary learning

Based on several studies (Adkins & Estefan, 1997; Caine, 2000; Gfeller, 1983; Schuster & Mouzon, 1982; Schwarz, 2012), integrating English songs into language learning has a good influence on learning vocabulary, especially its rhythm, which has a significant effect on improving memory. As the brain processing words tend to encode information into language chunks, the familiar passages keep repeating if these are integrated into the rhythm and melody composition. These repetitions can promote a transformation of long-term memory (Rose, 1985), which is suitable for vocabulary learning. Furthermore, this song is often unconsciously remembered by students making learning more pleasant (Caine, 2000). In addition, English songs are beneficial for mastering English because of their natural phonetics and intonation. Thus, reducing the interference of their first language (L1) accent and improving their English pronunciation (Lems, 2001). English teachers can also improve students' pronunciation by using upbeat songs and poems that match jazz rhythms (Graham, 2005). Incorporating English songs into English language learning greatly benefits learning and appreciating cultural differences between countries. English songs play a significant role in cultural learning and appreciation of English learning. Music not only has a national style tradition, but it also has a general aesthetic feeling. Most students can accept this method of learning English, which can often help learners understand religions, regions, and ethnic psychology and appreciate distinct cultures with an open and transcendent mind (Eddy, 2007). Nowadays, in the era of network film and television, popular English songs often cross-national boundaries and become the common language of learners of the same age (Conrad, 1991). In appreciating music and reciting the lyrics of songs, a learner can learn phrases in spoken language and lexical chunks and understand the influence and development of culture through the musical styles of musicians (Music, 2016).

According to Malekian (2016, p. 13), "learning a second or foreign language mainly involves learning the sound system, grammar, and vocabulary of that language. It plays a crucial role in learning another language" because vocabulary is everything when learning a particular language.

Murphy Odo (2021) stated that English songs are conducive to learning a second or foreign language.

1. 94% of the lyrics of popular English songs are equivalent to the language level of grade 5 students, which is moderate in difficulty for foreign language learning. It is easy to learn and improve their English.

2. 25% of popular English songs contain common expressions and vocabulary in conversation, which will help learners accumulate more words and phrases and significantly improve the efficiency of English language learning.

3. The language rhythm of most popular English songs is slower and more explicit than that of conversation and contains more repetition of words, phrases, or structures and more pauses. These advantages are very convenient for English teaching and learning.

Malekian (2016) mentioned several reasons why English songs facilitate English language learning. The first implication is the psychological implication, or the language processing mentioned by Gardner (2000). *Multiple Intelligences is* one of the human intelligences that contribute when learners develop linguistic competence. According to other research (Asano & Boeckx, 2015; Heffner & Slevc, 2015; Patel, 2012), there is a parallelism between music and language where music impacts the affective state and the cognitive processing of music and language. At the same time, the structural parallelism between music

and language is because of the syntax and prosody of music and language and the phonology, syntax, and semantics of music and language (Asano & Boeckx, 2015; Patel, 2012). They highlighted that these sounds are phonemes in language, while in music, they are notes. The syntax orders and structures these sounds, creating recognizable and meaningful sound patterns (Heffner & Slevc, 2015). Secondly, it is about the affective psychological stimulation influenced by songs. Richard-Amato (2010) argued that the affective state could be viewed as a learner's attitudes, motivation, anxiety levels, acculturation, personality, and feelings of community. According to them, once affective filters are lowered, students become active creators of their learning processes, therefore, "stimulating a fuller use of the recourses of the brain" and deepening the multidimensional processing of language (Bolitho et al., 2003, p.256 cited in Malekian, 2016).

Shanghai Conservatory of Music is modern professional music education in China. It is the first batch of *double first-class* universities in the country. As an outstanding representative of Chinese music education, it enjoys a high reputation at home and abroad and is known as a *Musician's Cradle*. According to its website the Shanghai Conservatory of Music has been adhering to the mission of "cultivating music professionals, importing world music, on the one hand, organizing Chinese music on the other, and tending towards great harmony, while cultivating the spirit and art of national beauty and harmony." As a world class institution, it is known for its quality education strategy and emphasizes on the basics, strict teaching, and good practice. Currently, Shanghai Conservatory of Music is a member of the European Conservatory of Music Alliance and the Pacific Rim Conservatory of Music Alliance and one of the top music and art schools in the world (https://sacbu.com/university/shcmusic/introduction).

Rationale

In China, the Education Bureau has invested numerous resources in English education and made English part of a compulsory core curriculum from primary school to university. However, there is still a need to find suitable materials or activities that cater to student's needs for learning English. One of these is to help students to develop their vocabulary knowledge. According to EF Education First's 2021 English Proficiency Index, China ranked 49 among 112 countries (Sunil, 2022). English proficiency has become a significant factor in education and employment opportunities. To be competitive, English is a must for Chinese students, especially music professionals. The focus of the study was identifying music major's perceptions and preferences for using songs as part of their vocabulary learning. This provides more understanding of how songs can be used to help students' vocabulary development. Li Na (2021) stated that Music students have many challenges in learning English though they are musically talented.

Music and songs have a universal appeal and ubiquitous presence in most people's daily lives. Thus, they are viewed as having prerequisites to becoming a practical teaching resource to help students where English is not their first or second language. Furthermore, as Music is the field of their study, these students are more likely to benefit from using English songs as part of their English materials and activities to develop their vocabulary learning.

This study identifies Shanghai Conservatory School of Music students' perceptions and preferences for using English songs for vocabulary teaching and learning. This study is important not only for the students but also for teachers teaching English courses at the Shanghai Conservatory School of Music and other educational institutions, as songs can be one of the good resources that creates an enjoyable atmosphere. Also, as

learning rhythm, stress, or dictions are part of learning music, using English songs might be beneficial for learning Music and developing English vocabulary.

Research Questions

In this study, the following research questions were examined:

1) What are the Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning?

2) What are the Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning?

Research Objectives

The objectives of this study were as follows:

1. To investigate the Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning.

2. To explore Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning.

Theoretical Framework

Fairbanks (2021) defined *learning* as a process that combines personal and environmental experiences and influences for acquiring, enriching, or modifying one's knowledge, skills, values, attitudes, behavior, and worldviews. This is true as songs as part of learning are a combination of various learning theories. For example, learning songs is usually based on repetitions of information encoded in a student's memory bank. Partly, this

idea is supported by Skinner's behaviorism, in which learning can be achieved through rote memorization. Also, the cognitivist approach views learning as the acquisition of knowledge.

In contrast, researchers like Piaget believed that the learner is an information processor who absorbs information, undertakes cognitive operations, and stocks it in memory. Again, when learning songs, learners absorb words, rhythm, etc. In short, they learn by doing. As students are involved in learning, they become actively engaged as songs are part of their professional development. Therefore, they can start constructing meaning as they become more engaged with their learning.

Integrating these theories in the questionnaire survey adapted students' perceptions of and preferences were identified.

Conceptual Framework

Based on the theory used in the study, the conceptual framework on how the research questions were answered to achieve the objectives is shown in this section.

Figure 1
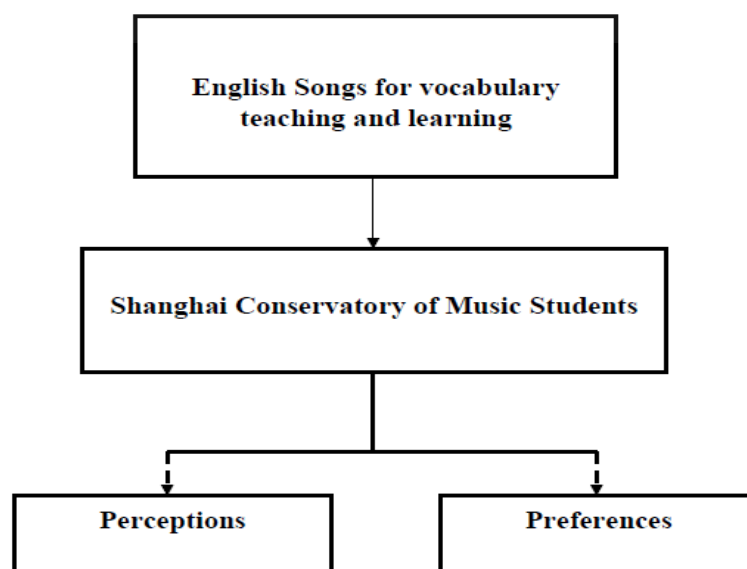
The concept above was used in how the two research questions were answered. This illustrated how English songs would be used as the topic to understand different students' perceptions about the use of English songs as teaching materials. In addition, students' preferences for the teaching activities and learning strategies were asked so that, in the future, this could be integrated as part of the teaching practice at the Shanghai Conservatory of Music.

Scope of the Study

The purpose of this study was to the Shanghai Conservatory of Music students' perceptions and preferences on the use of songs in English vocabulary learning and to the use of songs in English vocabulary learning that contributes to the Shanghai Conservatory of Music students' practical learning.

Using the quantitative research design, this study was conducted with music students at the Shanghai Conservatory of Music in China in the academic year 2021-2022. The research populations were 300 students. Purposive sampling was chosen to choose the respondents to participate in the study. They had to answer the survey questionnaire, which was analyzed quantitatively. Due to some sampling error, there was about a 33% return rate. Thus the total sample used for this study was only 100 students. Data were analyzed using descriptive analysis to answer the research questions.

Definition of Terms

English songs refer to contemporary English music genres such as R&B, rock, hip-hop, and
pop ballads popularly played in China and loved by Chinese students.

Music major students refer to Chinese students enrolled in the Music Program at Shanghai Conservatory of Music in AY 2021-2022.

Perceptions refer to how Chinese music major students regard English songs such as R&B, rock, hip-hop, and pop ballads to be part of vocabulary teaching and learning.

Preferences refer to Chinese music major students liking when it comes to teaching lessons and methods, and teaching activities using English songs such as R&B, rock, hip-hop, and pop ballads for the teaching of English vocabulary.

Vocabulary teaching and learning refer to class activities used by teachers and learners that help Shanghai Conservatory of Music students' English word acquisition development.

Significance of the Study

This particular study has specific significance in the area of ELT, especially in the context of Shanghai Conservatory of Music students' learning English. This enables teachers to use English songs to develop their English efficiently in the area they are majoring in so that in the future, they will be able to develop their career path roundly in the music world and be competitive.

As for students, knowing English as a lingua franca of business can provide Shanghai Conservatory of Music students to use songs as part of their learning. These different reasons why English songs are good for vocabulary learning explain why.

1. English songs can stimulate students' interest in English learning

Interest is the only motivation for studying anything, which is the better teacher. If let students study vocabulary in traditional ways, which is a boring way. It is exceedingly

challenging to insist that English teachers use English songs to teach English. However, this situation will be changed soon because it can build a relaxed, dynamic, no-stress atmosphere to activate students' biggest motivation to let students be more relaxed in English learning.

2. English songs can improve efficiency for English learning

Music is the soul language of human beings. It can avoid tediously repeated study for all learners and remove stress, anxiety, and fearful emotions in English learning to lower difficulty in English learning to improve students studying efficiency in English teaching. A teacher can use this way to teach particular terms in English, for example, grammar, vocabulary, pronunciation and intonation, speaking skills, writing skills, and listening skills, to enhance students' comprehensive ability in English learning. Warm up; teachers can play English songs related to the knowledge that the teacher will teach in this class to attract students' attention and build a relaxed atmosphere. While the class, when students exercise English skills, music will stimulate students' emotions for English learning. After the class, teachers can review the knowledge studied in this class through English songs, all of which will be a systematic method for English teachers and improve teachers' efficiency in teaching.

3. English songs can promote comprehensive development for students

For art students, using English songs to teach English not only do students improve their English skill but also enhance art students' musical skills and get more opportunities to practice their professional skills. For ordinary students, it can get good, comprehensive development. Not only do students will study English, but they will also get an improvement in music skills. Furthermore, songs are helpful for students because they stimulate their imagination and creativity. This improves their personal development and their ability to observe. In addition, the teachers will significantly expand their teaching skills. They can

teach students of different ages, thus developing their professional skills to become a better English teacher.

Lastly for administrators, understanding Shanghai Conservatory of Music students' perceptions will help them to design their instructional method to promote Shanghai Conservatory of Music programs to like-minded learners. After all, vocabulary is the building block of knowledge that Chinese students should develop first in order for them to communicate effectively.

Learning music helps develop language and reasoning skills: students with early musical training develop brain areas related to language and reasoning. The left side of the brain is responsible for developing language, as with music. In addition, learning music can improve memory: A very complex piece of music can be played verbatim without looking at the sheet music, which is an excellent exercise for memory. Furthermore, ordinary performers can play dozens of songs without music scores. Thus, learning music can improve language memory ability (Xi, 2021).

Benefits of music for studying

Learning using songs helps to develop rational and perceptual thinking. One of the extraordinary things those who study music do is learn how to reason and control their emotions. What is more important is the imperceptible enlightenment function of music itself. At the same time, the English language also needs to be controlled. Music learning can enhance physical coordination, and students who practice musical instruments can improve their hand-eye coordination. Like playing sports, children can develop motor skills and make their limbs more coordinated when playing music. English language learning also needs to be coordinated, such as listening and speaking, and mother tongue and second language also need to be coordinated in thinking transformation. The sense of achievement in learning can make children do things consistently: learning to play music on a new instrument can be challenging. Language learning is equally challenging. Language learning is complex, as is music learning (Zhou, 2019).

Music is a temperamental, physical, and mental health benefit: Science has proven that music is effective in alleviating physical pain and treating mental illness. In learning English through music, contact, exchange, and communication between students and teachers can increase. Students can express their emotions through music. Also, stimulate the students' engagement. As a result, boring learning can improve to more active learning and enjoying English (Sevik, 2011).

By learning English through songs, students can acquire survival skills as China is becoming more competitive. Furthermore, students can develop interpersonal skills with other cultures because music brings people closer. After all, music students have high emotional intelligence.

With the help of English songs, students can develop pattern recognition skills. Singing English songs is typically done in repetition. This will significantly improve understanding through recall. Learning English through music improves students' language communication ability because music is an art, which can improve the aesthetic appreciation of the English language. Through English songs, students can develop their creativity and intellectual curiosity (Malekian, 2016).

Music can spice up learning and life. For example, students can learn to sing songs to combat the pressure of learning a language (Hou, 2017). In addition, soothing music is beneficial to help them relax. Thus, it improves the efficiency of language learning. Therefore, help learners to build self-esteem and confidence (Saldıraner & Cinkara, 2021). Although the role of music in language teaching is not widely used in China, it has increased attention. As a result, it has become a field of active exploration by many researchers, linguists, and educators to utilize the positive effects of music on language teaching (Engh, 2013).

Music and learning

Music learning can improve the individual's artistic accomplishment and promote the brain's cognitive development (Gardner, 2000). In addition, music and language are two primary communication tools in humans, and both involve complex perceptual and motor processing. From the perspective of cognitive neuroscience, the study of music learning promoting language processing opens a window to explore the complex language processing in the brain.

There are two hypotheses about the possible effects of songs on language processing, auditory and working memory (Chobert & Marie, 2011). According to Li Meilin (2000), learning English through songs can improve because this enhances rhythm sensation, studying pronunciation and intonation and grammar and syntax, and expanding vocabulary (Gfeller,1983; Heffner, & Slevc, 2015). They have summarized many benefits of English songs to improve English levels. English songs can improve vocabulary and enhance students' ability to use vocabulary competently. Fifty-five percent of students think that English songs can train English listening. Twenty-five percent of students hope that English can enhance vocabulary numbers by studying English songs. This report concludes that English songs must apply to pronunciation and intonation vocabulary teaching (Huo, 2010). Furthermore, language has something in common with music and demonstrates that English songs and intonation teaching can be combined for English learning to produce a good, high teaching efficiency. It involves four steps: using English songs to study 48 phonetic symbols, using English songs to distinguish phonetic symbols in similarity, using English son to master short and long phonetic symbols, and using English songs to help students master the skills of linking, ellipsis, weakening and blasting (Heffner, & Slevc, 2015).

According to Wei (2003), research on the influence of music intelligence in English speaking and listening proves a positive correlation between musical intelligence and English listening and speaking. In addition, it appeals to schools, parents, and teachers to pay more attention to cultivating music intelligence for students to improve their English speaking and listening. Furthermore, teachers should use English songs in actual classes to increase students' English skills, such as speaking skills, writing skills, reading skills, and listening skills and stimulate students' interest and imagination for students and improve efficiency in teaching English teachers.

People's perception of music is innate, people's perception of music parallels people's perception of language. Therefore, given the similarity between people's perception of language and music, music perception can strongly support language processing (Jackendoff, 1983). Music can adjust students' moods, make students relax and enhance their learning memory, and improve learning acceptance and sensitivity to improve student's learning ability comprehensively. *Memory* is a process that requires constant training and repeated practice. Through English songs, they can accumulate vocabulary.

The human brain has two parts, the left and right sides of the brain. The left brain is responsible for memory, language, and pictographic thinking. In contrast, the right brain is responsible for art, geometry, and logical thinking. The development of the right brain is directly related to the development of children's IQ, such as learning music through continuous stimulation and exercise of the proper brain function. Music is different from other academic subjects, and one needs to have a rich imagination for music interpretation. Such ability can improve the creativity necessary for student's language learning (Li, 200).

Music and the English language teaching and learning

Music and language are closely related systems. Therefore, the applicability of music to the study of language is practical if applied to language studies. English songs can always use in English classes. Some psycholinguistics indicate that using music to learn a language works. Not only does it help learners study language, but it can stimulate the studying interest of language learners (Engh, 2012). For example, listening to English songs is used sporadically in language teaching to reduce boredom (Kanel, 2000).

It was also noted that songs could help learners improve their listening skills and pronunciation. Perhaps the most significant benefit of using songs, according to Shen (2009), is that they are enjoyable. Using songs as tasks can be one way to help transform songs into words to maximize their benefits for teaching and learning (Shen, 2009). L2 language teaching has been trying to provide a reasonable and comprehensive scientific theoretical basis for applying songs in language education. English songs have always been the core content and one of the main ways of learning English and English education. Many data show that linguistic and spatial intelligence processing centers are closely related to higher thinking activities (Jensen, 1995; Maess & Koelsch, 2001).

Many studies have shown that integrating music into language learning significantly improves memory (Adkins, 1997) as the brain's word processing encodes information into language chunks. If the language chunks are integrated into the rhythm and melody, they become a passage for the working memory. This promotes the transformation of working memory to long-term memory (Rose, 1985), which is exceptionally good for vocabulary learning. This phenomenon and effect are particularly significant in English vocabulary learning (Gfeller, 1983; Caine, 1997). According to Lems (2001), incorporating English songs into English language learning is beneficial for mastering the English phonetic system.

Rhythm in English songs can reveal natural phonetic and intonation changes in spoken English (Graham, 1985). At the same time, they benefit the learning and appreciation of cultural differences, as English songs play a significant role in cultural dissemination (Eddy, 2006). They cross national boundaries and become the universal language (Schwarz, 2012). Murphy (1992) claimed that English songs are conducive to learning a second or foreign language.

Gardner's (1993) influential theory of multiple intelligence argued that the eight distinct intelligences; are linguistic, mathematical logic, spatial, musical, interpersonal, self-cognition, and natural (Gardner, 1993). emphasize individual differences in intelligence. Musical intelligence is one of those. In addition, the two hypotheses of language learning proposed by (The Natural Approach) (Krashen, 1989) indicated that applying English songs to language teaching makes the input of the English language information clearer, more explicit, and easier to understand. Thus, it enhances the effect of vocabulary learning because of various non-verbal support devices, movements, cues in the real world, and visual stimuli (Medina, 1993, 2002).

In addition, English songs evoke pleasant emotions, which can effectively reduce the effect of emotional filtering, thus enhancing the effect and efficiency of English language learning. Scientific studies (Medina, 1993; Puhl, 1989) have shown that incorporating English songs in intensive English courses brings English language learning benefits.

English songs and the language teaching and learning

In English teaching, teachers can use English songs to improve students' interest in learning (Li, 2020). Teaching content with English songs related to language knowledge creates a good atmosphere, and students' learning enthusiasm tends to be higher as English

songs can enhance students' interest. Moreover, if the teacher introduces English songs, it can enrich the listening materials and creates a more relaxed atmosphere. English needs students to master proper and correct pronunciation and intonation as a language subject. Therefore, teachers must provide students with rich language materials in English teaching. For example, listening to English songs can positively affect students' English pronunciation and strengthen students' language sense.

Using English songs can change boring teaching, produce correct responses to English pronunciation and meaning, and improve learning efficiency. However, English songs should be used appropriately because not all lyrics and knowledge points are suitable for English learners. Thus, English songs mainly play a guiding role in teaching. Another point to consider is that English lyrics should be chosen for the class activities based on the student's level and context. Therefore, teachers should choose suitable songs based on their lesson objectives and the song's value. For example, if a particular lesson emphasizes vocabulary comprehension as English songs let students exercise their ability to express English and improve their ability to remember words or phrases because of memory recall. Vocabulary is fundamental for English knowledge.

According to Liu (2020), for the application of songs, teachers should design teaching based on specific situations. Therefore, teachers should avoid paying too much attention to singing instead of English knowledge. English teaching should include four parts: warm-up, lead-to, reinforcement, and expansion for the English class (Liu, 2020).

1. Warm-up

Before class, teachers usually play English songs to warm up and keep the students focused on letting the class keep quiet. In English teaching, teachers can use this way to

improve students' interests and build a relaxed atmosphere of learning English, which will attract students to participate in singing to cultivate their language intuition; besides, students will form a deep memory of vocabulary.

2. Lead to

"Lead to" is the first step of a formal class. For example, when teachers design English vocabulary teaching, they will arrange English songs into "lead to," students will be unaware of singing English songs so that the teacher can ask questions about the songs' content. It stimulates students' desire to study English and exercises their ability to express English in real life to lay the foundation for developing new knowledge.

3. Reinforcement

Before the examination, the teacher will organize students to review knowledge that students had studied before, which means students will study again, so some of them will generate a lousy emotion for studying. However, when the teacher puts songs into this teaching, a new sense will be made by students to let students feel easy and comfortable. In addition, a teacher should scheme many different activities to practice English. In this process, students will finish the review and reinforcement, but teachers should know a situation in that students may be fed up with this way if songs are played many times. According to this, teachers can change a variety of strategies, team chorus, boys chorus, girls chorus, and solo, which can enhance students' interest, initiative, and enthusiasm.

4. Expansion

When students come into this step, which means that teachers have finished this teaching series, teachers should switch teaching points to cultivate cultural awareness and

innovative awareness, asking students to compose new songs according to their studied

vocabulary. In addition, teachers can organize a singing competition to stimulate their

motivation to study and improve studying efficiency to change a problematic situation before

it is boring to study vocabulary.

English songs and the vocabulary development

English vocabulary teaching is mainly about the teaching of word pronunciation and

spelling. Listening to or singing English songs can stimulate students' interest in English

learning and promote students' input, acquisition, and internalization of English, which can

increase their English vocabulary and enable students to learn syntax, pronunciation, and

grammar. *English songs* are the English language application that can stimulate students'

enthusiasm and activate their thinking for English language learning. Learning English songs

can improve students' understanding of music, enhance their sense of rhythm, learn

pronunciation, grammar, and syntax, and increase their vocabulary. English songs are flexible

in form and rich in content because they have various advantages that other learning modes

do not possess. If English songs enter the classroom for teaching English learning, then song

selection will be the most critical link. The following aspects should be considered. First, the

melody should be beautiful and infectious. When choosing songs in advance, English

teachers should choose songs with beautiful melodies, moderate rhythm and soothing

melodies, and clear words. Suppose the song's rhythm is too slow and the lyrics are too

simple. In that case, the students psychologically think that the teacher looks down on them

and treats them as children in primary school, and if English teachers choose some nursery

rhymes and nursery rhymes to deal with them, they will have no interest in learning.

On the other hand, if the rhythm is too fast, the lyrics will be ambiguous, and students

will not be able to distinguish and understand. It is not conducive to imitation and singing,

and students will lose the desire to learn English. According to the student's actual level, the teachers should consider the students' age and characteristics when choosing songs, and English teachers pay attention to moderate difficulty and ease. Students should be taught according to their English ability, choosing songs that are easy for students to understand and emotionally accept, with lyrics that are easy to remember. The difficulty of songs can increase with the increase in students' learning time and English level (Bai, 2021).

Foreign language songs incorporate their local culture and background in teaching English vocabulary. Therefore, language learning through songs can play an excellent auxiliary role in the corresponding language and culture. The joys and sorrows of songs can often express different times, different regions, and different styles of culture, and different styles of songs also contain rich and different cultural histories. This also reflects the role of English songs in foreign language teaching. The theoretical basis of songs in English vocabulary teaching contains the imprints of the times. Therefore, using songs in language teaching can promote English vocabulary teaching (Cui, 2017). Using English songs in vocabulary teaching should conform to students' age characteristics and cognitive rules. In addition, English songs can help students master the knowledge of English vocabulary, sentence patterns, and pronunciation. The English lyrics of some English songs will repeat the same sentence structure and grammar, dramatically improving the efficiency of English learning and making learning English grammar and vocabulary knowledge no longer boring. Therefore, the combination of music and second language learning will have a significant effect on students' language learning.

The word fill-in-the-blank method asks students to fill in the missing words while listening to the song. Learning English songs is of great help to the expansion of students' vocabulary. When teaching English vocabulary through English songs, English teachers

should skillfully play several English songs. In the beginning, English teachers can play songs with rich and large amounts of idiomatic vocabulary, phrases, and sentences. Playing English songs in their entirety allows students to perceive the culture and background of the songs and then play them in segments to repeat the content of the songs. In addition, each song is endowed with certain feelings, culture, and background by the author and singer so that students can preliminarily understand the meaning of each paragraph. Then play English gradually and let the students sing so the song is full of vitality. Therefore, learning this kind of song will help students to imitate the language and subtle phonetic changes in the song until they can sing it proficiently to expand their vocabulary.

In oral English, the English teacher first writes the complete lyrics of a song on paper and then divides them into paragraphs. Songs have unique advantages in students' oral English training. In particular, it breaks up the song into different parts. Then let the students listen to the songs while segmenting them along with their slower melody and explicit lyrics to restore the whole.

When English teachers play songs, they can follow songs that reflect the rhythm and pronunciation changes of English so that students can play them in paragraphs-sent-paragraphs-sequence. Finally, each student can improve the accuracy of oral English and master the liaison according to the songs they have learned. After that, English teachers can raise some problems related to phonetic phenomena, such as blasting ellipsis from the content of English songs, to enhance the fun of English learning. Through these kinds of comprehension questions, students can improve their oral English at the same time.

Listening and speaking are closely related to English language teaching, so using English songs can improve students' listening and speaking abilities, listening to and memorizing the lyrics. At the same time, accurate pronunciation is more conducive to

improving oral English. First, play the whole English song and then repeatedly play sentence by sentence so that students can improve their listening level. Therefore, choosing songs with clear pronunciation and a moderate tempo and listening and writing down all the lyrics are crucial. Finally, the English teacher will play the English songs we have learned in class several times. Let the students do the listening practice and ask them to write the essential words, phrases, and sentences in the lyrics. Finally, let the students sing along (Gomez, 2014).

Vocabulary teaching and learning

According to Liu (2011), teaching English songs can increase vocabulary knowledge. English vocabulary teaching mainly teaches word pronunciation, spelling, and sentence construction. Listening to English songs can stimulate students' interest and motivation in learning English, thus promoting students' input, acquisition, and internalization of English, increasing their English vocabulary and idiomatic expression, and enabling them to learn grammar, syntax, grammar, and pronunciation. Music is a borderless art with a robust power to infect the audience. With their beautiful melody, English songs have been winning the majority of students' love. Therefore, teachers interspersing some English songs in the vocabulary teaching process can stimulate students' enthusiasm for learning English and create a pleasant learning environment.

It should note that the difficulty of these English songs should not be too great. It is best to choose songs with a slow rhythm and clear pronunciation. In this way, students can roughly listen to the content of the singer so as not to discourage students' learning enthusiasm (Hou, 2021).

English songs are the application of the English language, which can arouse people's enthusiasm, and imagination and activate people's thinking. Learning English songs can improve the comprehension of music, enhance the sense of rhythm, learn English pronunciation, grammar, and syntax, increase vocabulary, and accumulate life expressions. English songs are not only flexible in form and rich in life themes but also rich in content, which has some advantages that other learning modes do not have. Traditional English teaching is boring. It is difficult for students to devote themselves to English learning, but the teaching method of English songs is colorful and creative and dramatically improves students' learning efficiency. It also raises the passion of students and teachers (Wang, 2020). For example, when students in primary school will study some vocabulary, such as sunny, rainy, snowy, cloudy, hot, cool, fine, clear, good, lightning, rain, and relaxed.

The English teacher can let students study an English song named How Is the Weather. First of all, English teachers can ask students to listen first and simulate the pronunciation in songs, and then let them write some words that show in English songs in notebooks. This time, English teachers should lead them to read all the words about the weather together. Next step, English teachers lead them to read all sentences in English songs and learn how to make correct sentences like English songs and read them by themselves (Saldıraner & Cinkara, 2021; Hou, 2021). When all knowledge is taught, a teacher asks them to sing that English song repeatedly. They study chunks, phrases, words, and expressions by doing so. After the class, English teachers can give homework such as writing all words, reading them to their parents, and creating sentences to strengthen their vocabulary comprehension. These are the advantages that traditional English classes do not have.

With high efficiency, vocabulary teaching and learning songs can improve students' interest and stimulate them to study English well with their English teacher. In addition, it

can also improve motivation to study English to build a good atmosphere for studying

(Wang, 2020) (Hou, 2021).

The importance of English songs for vocabulary learning

English songs have a substantial amount of useful vocabulary, which is a method that

improves English listening (Jiang, 2001). According to Coyle and Gracia (2021), vocabulary

is essential for language learning. Not only for monolingual and bilingual but also

multilingual learners. According to Rohde and Tiefenthal (2000), there are three steps for

studying new vocabularies: isolating word forms from the input, creating potential meanings,

and mapping meanings onto forms. Songs can help motivate learners and help them to focus

their attention on keywords, thus providing them with the foundation they need to

communicate. This can improve their memory to understand the vocabulary and produce new

words in spoken language.

The research shows that whether it is an English or other majors, the vocabulary of

English plays a significant role in English learning. With weak English vocabulary, they can

face problems in learning English. Therefore, teachers should let students adopt

contemporary ways to stimulate them to learn the vocabulary they can use in real life (Chen,

2021).

Vocabulary and grammar are essential elements of language learning. Students need

vocabulary as the bricks and grammatical structure as the basic framework to build language-

learning skyscrapers. A word without grammar is just a pile of bricks. A grammar without

words is just a frame ventilated on all sides. Vocabulary learning is also the basis for students

to learn phonetics and grammar, develop basic language skills in listening, speaking, reading,

and writing, and communicate with the target language in which is the teaching of the meaning of vocabulary knowledge and vocabulary enlargement (Wilkins, 1999).

In English learning, they cannot express themselves well without grammar, but if they do not have the vocabulary, they cannot completely express anything. Therefore, vocabulary recognition is the foundation of developing language skills. For beginners, vocabulary is far more critical than structural accuracy. The vocabulary size determines the level of foreign language comprehension from a specific aspect. It is no exaggeration to say that vocabulary is the most crucial factor restricting foreign language learning efficiency. Vocabulary is an essential material of language, the foundation of English, throughout the entire English learning process. It is the fundamental premise of other aspects of learning, such as listening, speaking, reading, and writing. Thus, vocabulary is above everything.

Vocabulary teaching is an indispensable part of English teaching. Vocabulary is the basic construction of language. If language learners do not have enough words to express their ideas and understanding, this will influence the whole process of communication (Panich, 2016). So, vocabulary plays a crucial role in developing a student's language ability. It directly affects listening, speaking, reading, writing, and translation. Only when students have a sufficient vocabulary do they read and understand the meaning (Wen, 1993). Likewise, when students' vocabulary is higher, they will have a higher language comprehension level (Ma, 1999; Wen, 1999). Therefore, English vocabulary is one of the essential contents of English teaching and learning and plays a significant role in improving students' comprehensive English ability and teaching strategies. English vocabulary learning runs through the entire learning process, so teachers should actively explore effective learning methods to improve student's English ability and vocabulary abilities. Based on teachers' teaching experience, this paper will discuss the importance of English vocabulary

teaching and teaching methods, aiming to enable students to actively learn and use vocabulary and improve their English language ability and usability.

Vocabulary is the fundamental element of foreign language learning and communication. Learning English cannot be done without vocabulary. Vocabulary is like bricks used in building a house. It is the most important fundamental and indispensable material and plays a significant role in language and cultural communication. With the frequent exchange of Chinese and western culture and the development of foreign language teaching research, vocabulary teaching has more and more attention. To learn English well, students must master many English words. The number of words mastered by students and their proficiency in using words directly affect their communicative competence. In phonetics, grammar, and vocabulary learning, it is challenging to master vocabulary. Without vocabulary, it is impossible to express and communicate. Therefore, vocabulary is an indispensable basis for language to cultivate students' communicative competence. Thus, English vocabulary teaching is an integral part of English teaching and learning and the key to the success of college English teaching. The mastery and practical use of English vocabulary are essential for enhancing language knowledge and cultivating language skills. The effect of vocabulary teaching relates to realizing foreign language teaching objectives. In English teaching, teachers need to let students know the significance of learning vocabulary and guide them to learn and memorize English vocabulary more effectively.

Vocabulary is an essential link in English teaching and learning, and it is the basis of an English translation, listening, reading, and writing. The guarantee of improving English listening, speaking, reading, writing, and translating skills is to have enough vocabulary. Students with enough vocabulary will have a higher reading and writing level. On the contrary, listening, speaking, reading, writing, and other practical activities and

communicative ability become empty talk. Therefore, English skills are inseparable from the accumulation and use of vocabulary, so vocabulary plays a significant role in English teaching and learning.

Steps of vocabulary teaching

According to Wen (2022), research shows that English songs and English have an intercommunity and conform to psychological law too, but suitable songs. Some steps below should be above:

1. Try to think about the song's theme for the first time.

2. Next, try to hear words very clearly the second and third times and pay attention to pronunciation and syllables.

3. See the lyrics for the fourth time and pay attention to pronunciation and intonation.

4. Try to memorize all the lyrics, and imitate pronunciation, emotion, and intonation to sing songs.

5. Learn English songs with audio and feel pronunciation and intonation. Finally, try to sing English songs without lyrics.

6. Try to tell someone about the song to impress them.

How songs are used in vocabulary teaching and learning

According to Chen (2021), learning vocabulary is a continuously memorized process, so repeated teaching will be a helpful solution. Teachers should build a context to let vocabulary continuously appear. Vocabulary teaching should follow repeated principles to enhance efficacy.

1. Let students listen to English songs first without lyrics.

2. Ask students to write some English words mentioned in English songs.

3. Try to repeat sentences in English songs and make notes to accumulate good phrases and authentic expressions.

4. Doing all steps, students will check what they write according to English songs.

5. Ask students to sing and memorize English songs until they can correctly use them in an authentic English environment.

Often listening to and singing English songs in life can develop a good sense of the English language and accumulate authentic expressions. In language learning, language sense is one of the essential parts which can strengthen the understanding and use of some slang or commonly spoken English (Chen, 2021).

In English learning, English learners usually memorize words in isolation without an English atmosphere, but memorizing words is not as good as memorizing sentences. Reciting sentences will help them remember the words better and know how to use the sentences. Unfortunately, many people remember many words but do not know how to use them in the English environment, resulting in inefficient English learning or giving up English learning directly. Learning English vocabulary in English songs is an excellent solution to this problem, and the sentences in English songs are the most commonly used and authentic English sentences. In addition, listening to music is also an excellent way to expand the background cultural knowledge. Let them have a deeper understanding of English context and background to improve their ability to use English (Sevik, 2011; Xi, 2021).

By learning to sing these English songs, we can learn the language's use, specific historical and cultural knowledge, and social background knowledge. By listening to songs of different styles in different countries, we can appreciate the unique charm of Western culture. In addition, listening to English songs can also teach many idiomatic sentence patterns. English songs contain a variety of grammatical phenomena and oral expressions.

Learner's Motivation

Based on Leng's (2016) research, songs can improve students' listening and enhance their motivation to study English unconsciously. Motivation is one of the critical factors for success in doing anything. To do something without lasting motivation is to lose the reason for continuous efforts. Simply say, motivation creates an internal drive to achieve a given goal through sustained effort. Therefore, it is imperative to stimulate and maintain their learning motivation and keep English learning interesting.

Regarding English learning and teaching, intrinsic motivation often comes from the interest in English itself and the satisfaction brought by learning English. For example, some English learners enjoy the pleasure brought by reading in English. But in many people's eyes, intrinsic motivation is a rare thing. To a certain extent, intrinsic motivation is not something that is taught and is impossible to find. To a considerable extent, the strong driving force generated by internal motivation helps to control the overall direction of English learning. In general, rewards are the most common extrinsic motivations that reinforce good behavior in learning English (Muthmainnah, 2018). Vocabulary teaching using English songs is an effective way to increase extrinsic motivation.

Learner Interest

Using English is crucial to improving learners' vocabulary, knowledge, and pronunciation (Luo, 2007). The interest is the best teacher. English songs can increase interest in studying. Combining English songs to learn English shows that learning becomes enjoyable.

Learning Environment

Establishing a language atmosphere to study or explain new vocabulary enhances the learner's deep appreciation of English learning. In addition, it establishes a good atmosphere to study English to learn the same vocabulary usage in different contexts (Chen, 2021). Many studies indicated that one of the factors that make learning English easier is the learning environment. Using English songs for learning English in the Chinese environment provides many students with opportunities to use English for communication. Because if there is no sense of achievement in the learning process, students' interest in studying will gradually decline. However, suppose students are given a robust learning environment with English songs. Then, they can quickly enter the learning state, keep their curiosity and interest going, and improve learning efficiency and effect. The English environment has a subtle effect on language learning. Under the proper teaching and guidance of teachers, learning efficiency and gradually cultivating English thinking and the habit of speaking English.

Language environment and English learning are inseparable, and a good language environment is fundamental to learning English. So English song teaching makes full use of this point and provides interest and motivation, but also it creates a simple, comfortable learning environment.

Since the language environment significantly promotes English learning, how to create an English environment with English songs?

1. Use English songs to insist on listening and speaking first.

From the law of language acquisition, we first rely on auditory perception of language and then through oral retelling, imitation, and real-life application to master. Therefore, in learning English, we should first adhere to the English teaching of listening and speaking to create an English environment. So, we can fully use this point in English song teaching, retelling, reading, and constructing sentences with the song. Compared with Chinese teachers, English teachers have certain advantages. Foreign teachers can create a realistic language environment and ensure that the input of English listening is authentic.

The knowledge of the mother tongue (pronunciation, vocabulary, and syntactic structure) will interfere with the acceptance of English pronunciation and syntactic structure. Therefore, it is necessary to develop the habit of speaking and reading English frequently outside class to consolidate English vocabulary, grammar, or pronunciation. In this respect, English songs have their advantages, being easy to learn and remember English knowledge.

There are many ways to practice languages, such as imitating example sentences in English songs, retelling songs, expanding stories, and following English songs. This enhances not only the sense of language but also self-check pronunciation under the guidance of English teachers. Language is closely related to the human geography of a country, so to fully grasp the country's language, we must understand the country's culture and language behavior. For example, most Chinese students are reserved and like to express their ideas euphemistically, while most westerners are more direct. In addition, we can learn about

foreign languages and accumulate authentic expressions through songs to understand the differences between Chinese culture and western culture.

In general, therefore, when learning English, we should learn more about the history and culture, traditional customs, lifestyles, and ways and perspectives of western countries so that we can have a deeper understanding of the English language and truly enter the English context.

Learner Anxiety

The features of songs in teaching are novel, engaging, and vibrant. Moreover, when learners sing, they improve their memory. The reason is that songs can motivate their interest and eliminate anxious emotions. Consequently, students will unconsciously improve their interest in vocabulary, remove difficulties in complicated vocabulary, and boost their memory (Chen, 2021).

Memory and Retention

According to Wang (1999), memorizing vocabulary is vital in English learning. If English learning is a building, the grammar is a frame, and the vocabulary is a tile. According to Mora (2000), songs have a positive outcome because students' language acquisition and vocabulary patterns can easily be retrieved and stored in long-term memory. In addition, Medina (1990) claimed the effectiveness of using music and story illustrations for vocabulary acquisition in primary school students (Wilcox, 1995).

Teaching English vocabulary by using English songs

Schunk (1999), the effect of sign language and singing on receptive vocabulary skills help to remember language phrases. Prosody Multimodal combinations of melody and

prosody and verbal prosody seem to lead to more significant memory (Graham and Palmer & Kelly, 1992) (Wray & Perkins, 2000). Most languages can learn through repetition and variation of formulas. These formulaic lexical phrases are flexible and allow for multiple repetitions. English language learners with innate musical ability and verbal memory learn word recall, longer utterances, and formulaic phrases (Dwayne, 2012).

Teaching styles

The teaching style is a combination of teaching ways and approaches. Dunn believed that the teaching style consists of eight elements: teaching design, teaching method, student grouping, classroom environment, teaching organization, evaluation, technology, teaching management, and educational thought. Different combinations of these elements constitute teachers' unique teaching styles (Xu, 2019).

Renzulli, Smith, and Sevik (2011) believed that teaching style is a teaching method often and habitually used by teachers. It does not change with the teaching contents. Accordingly, Ficher and Cinkara (2021) believed that the teaching method with outstanding personality could not completely summarize the teaching style of teachers, which refers to the stable way that teachers use teaching methods to teach students. The teaching style consists of various teaching elements. Cheng (1998), believing that teaching style is not a simple combination of teachers' teaching methods and teaching skills but a unique one that teachers form under the guidance of pedagogy theory. Accordingly, Li (2002) believed that teaching style is a practical, sustainable, and stable view of teachers in long-term teaching practice. The unique combination and performance of teaching methods and styles symbolize the stable state of personalized teaching. Mosston and Panich (2016) also highlighted that teaching behaviors and methods distinguish various existing paradigms and decisions (Li, 2002). Subsequently, Wei (1989) indicated that teaching style is unified teaching rules and

teaching personality in teaching practice. The main factors that constitute teaching style are as follows: unique teaching ideas, scientific teaching method system, infectious and inspiring teaching process, and distinctive teaching characteristics.

Some scholars (Li, 2002; Mosston & Panich, 2016; Wang, 2001) believe that teaching style is an art of teachers' unique teaching concepts, skills, methods, and manners in classroom teaching gradually formed through long-term teaching practice under the guidance of specific values.

Teaching materials

Using models and pictures to transmit teaching information to students can help them better understand the teacher's teaching purpose to increase the language students' interest in English teaching. In the meantime, it can boost the ability to memorize vocabulary to make English classes more vivid (Chen, 2021).

English teaching materials are the basis for teachers to teach students to learn, for teachers and students to enhance communication and cooperation, and for students to develop their language learning ability. Nevertheless, English textbooks are not precisely equal to teachers' lesson plans. Therefore, before teaching, English teachers should study the English syllabus carefully and analyze and study English textbooks. Then, understand deeply the intention of the editor, based on which to choose the teaching method, prepare the teaching plan and finally complete the English teaching task (Panich & Phisutthangkoon, 2016).

1. Design English materials for "listening" training

First, the accompanying listening content in the book is read by students at home without the guidance of a teacher to train their ability to learn English or any language independently.

Teachers should be satisfied with "understanding" and improve students' English pronunciation and intonation to lay a foundation for "speaking" English. English teachers must have detailed requirements and arrangements for the listening materials before guiding students to conduct listening training, such as answering questions according to the English content or completing exercises related to English knowledge points. Only when students listen to English materials purposefully can they become more focused and get twice the result with half the effort.

2. Design materials to train speaking

Numerous students learn "dumb" English, even if they open their mouths to say, but pronunciation and intonation in English are also severely non-standard. This is because they usually do not pay attention to producing words. We can communicate in English without barriers by participating in correct English language training. The purpose and intention of learning English are to express our opinions fluently and freely. Thus English textbooks start with sentence patterns to cultivate the ability to speak. For example, some English textbooks' poems, essays, or interesting English stories can be used as materials to train "speaking."

Teaching activities

English should design teaching activities to help students master more language knowledge. For instance, 'group research and creative learning.'

Problem-based Learning (PBL) and project-based Learning (project-based) Learning (PBL) is a smart learning strategy that adopts the form of group cooperation to learn, aiming at cultivating the comprehensive application ability of learners (Pen, 2016). Teaching activities have been well used in English teaching and have excellent teaching value in improving teaching quality and optimizing teaching forms (Tegge, 2018).

The activity teaching method is a modern kind of English teaching method. Under the guidance of English teaching, such activities are designed according to the student's learning ability and development. Let students actively participate in games, discussions, and other teaching activities to acquire English knowledge and learn to think actively. Activity English teaching has been well used and developed in English teaching because he plays a great role in stimulating art students' interest in learning English and cultivating their comprehensive level.

In the past, traditional English teaching commonly adopted the method of "instillation." That is to say that students can only passively accept all kinds of English knowledge when English teachers explain and teach. Hence, it severely affects their ability and interest in learning English (Shen, 2009). In the long run, this will reduce students' interest and motivation in English learning and alter their learning attitudes and emotions. This will not be conducive to improving and developing English teaching quality. Therefore, it is of great significance to actively adopt the situational English teaching method in view of this phenomenon. The English situational teaching method refers to the creation of corresponding English teaching situations according to the contents of English textbooks. First, it can enrich the content of English teaching and make English class fun. Secondly, it can enhance students' interest in learning English knowledge, motivation, and passion. For example, in "Golden Slumbers," to let students learn unfamiliar words and master sentence patterns and usage, the same situation can be created for students to learn English individually. Teaching English vocabulary, grammar, and pronunciation through creating English situational activities; not only can help students understand and master other English sentences and grammar but can also make students feel fun and improve their motivation for

learning English. It can stimulate students' enthusiasm and initiative in English learning and make them more willing to learn English.

Combine song activities to arouse students' motivation and enthusiasm for learning English (Sevik, 2011). Interest can stimulate students' enthusiasm for English learning and create favorable conditions for the quality of English teaching. At present, the extensive promotion and application of the English activity teaching method not only promotes the excellent reform of English teaching methods but also changes the form and method of English teaching. For example, in "The End of The World," you can learn English grammar and vocabulary in rhythmic songs. For example, playing English songs can make students speak English while learning. After the song is played, the whole class can learn to sing to liven up the classroom atmosphere. On the other hand, it combines English songs to ask some questions about English appropriately, such as learning students. For example, what grammar is used in these lyrics? What does it mean? What does a particular phrase mean? Finally, let them make a sentence with this word. This enables students to master some grammatical phenomena, vocabulary, phrases, and translation abilities and enlivens the English class. Under such an English activity teaching effect, students can be entirely focused in class. In this way, teaching English through English songs can not only improve students' appreciation level and cultivate students' language sense but also promote students' English learning appreciation. In this way, students' enthusiasm for learning can mobilize their interest in English, thus fostering learning motivation and improving the quality of English learning.

In English teaching, discussion activities are carried out on the basis of group cooperation. This can cultivate students' sense of cooperation and improve their teamwork ability. At the same time, group cooperation can also promote students to obtain more effective English knowledge and learning motivation through cooperation and competition.

Self-growth is an ideal way to improve the quality of English teaching. Therefore, English teachers can use cooperative group learning to carry out class discussion activities or design English-related quizzes. By conducting discussion activities, students can learn English through cooperation. This can not only make English class lively and interesting, but also help students practice listening, speaking, and learning different English words, so that students can understand English words better. Finally, students' comprehensive English ability can be effectively improved (Zhou, 2019).

Second language acquisition theory

A famous linguist, Krashen, came up with a theory of second language acquisition, the so-called supervisory mode, which included five hypotheses, acquisition-learning hypothesis; monitor hypothesis; input hypothesis; affective filter hypothesis, and natural order hypothesis (Krashen, 1983).

The ideal input is comprehensible and relevant to interest. Relevance with interest refers to the language input's relevance to learners. This means the learners can easily study the English language interestingly. The songs involve these characteristics, and students can study the English language through songs with great interest to study English unconsciously.

Most researchers show similar findings that music in English language teaching plays a significant role and feasibility. Music is used in various aspects, especially in English language education. The reasons are straightforward, engaging, motivating, and practical. Students can get much motivation to study English with teachers. In the meantime, teachers will have high efficiency in language teaching, and the finding shows that music is also an efficient means of English teaching.

Recent studies related to the present study

Recently, many studies have been done on using songs and music as tools for teaching and learning. For example, the Study of Akbary, Shahriari, and Hosseini in 2018 about the value of song lyrics for teaching and learning English phrasal verbs has attracted researchers to investigate the corpus of different music genres. Using 400 corpora, the researchers claimed that songs could be one of the sources that provide learners exposure to different phrasal verbs in English, and exposure to different lyrics play a big part in phrasal formation (Akbary, Shahriari, & Hosseini, 2018). This is supported by Bokiev et al. (2018) empirical Study. According to them, using music and songs in language instruction enhances learning almost every aspect of the target language. Moreover, music and movement are connected to verbal memory. Thus they are viewed as crucial components of language learning.

Furthermore, Kaplan-Rakowski and Loranc (2019) have researched how sounds impacted verbal and nonverbal auditory resources on explicit foreign language vocabulary learning. This study was done quantitatively. Using the 216 polish speakers, they found that auditory resources can make language learning more effective. Auditory resources include pronunciation, sound effects, and pronunciation plus sound effects (Kaplan-Rakowski & Loranc, 2019). Their study is similar to Rossen's (2019) study, in which the researcher investigated incidental vocabulary learning by listening to songs. Interestingly, focusing on the three vocabulary knowledge dimensions, the researcher found that repeatedly listening to songs enables learners to recognize spoken form easily, connect meaning to certain words better, and improve collocation recognition (Pavia, Webb, & Faez, 2019).

Different studies suggest the usefulness of using songs for vocabulary development. This is why this present study used other literature to justify its study as necessary. One of the main challenges English language teachers often face is how to find creative ways of

sustaining their students' interest in language learning, which can often be perceived as dull and tedious.

The present study

Unlike the other literature which focused on how songs were used as part of the teaching and learning for vocabulary development, the present study focused on the context of the Shanghai Conservatory of Music, where songs, primarily English songs, are not used as part of the teaching and learning. However, this study was not experimental or action research. Instead, the focus of this study was to identify Chinese students' perceptions of using English songs such as R&B, rock, hip-hop, and pop ballads to be part of vocabulary teaching and learning. This study started with a survey, as songs are not used in this institution as teaching materials nor integrated with their activities as part of learning. Thus, supporting the different positive outcomes from further research, this study was viewed as the first step to illustrate how English songs can be integrated as part of materials or resources to help Chinese music major students' vocabulary development in English.

Summary of Literature Review

In this chapter, the literature review discussed the necessary literature related to the study. First, it reviewed the relationship between music and learning. Second, it introduced English songs in language teaching and learning. Next was about how English songs can be used to teach English vocabulary. In addition, the benefits of using English songs for vocabulary development were also discussed. And then, the elements that help vocabulary learning effectively were explored, and second language acquisition theory was reviewed to explain certain phenomena in English teaching. Towards the end of this chapter different recent studies were discussed and connected to the present study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the design framework and specific research methods of this study, namely, the population and subsequent samples, research instruments construction and administration, data collection, and analysis processes.

Research Design

This study used quantitative study to investigate the relationships among the related variables (Teddlie & Tashakkori, 2009; Creswell & Creswell, 2018). A survey design was chosen as it provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population (Creswell & Creswell, 2018). This research design is chosen as it serves well and effectively in answering the research questions.

1) What are Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning?

2) What are Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning?

The research instruments are the survey questionnaire for the students enrolled in the music program at the Shanghai Conservatory of Music in Shanghai, China, during the academic year 2022. The survey questionnaire consists of 3 parts as follows:

Part 1: Demographic information (gender, age, year status)

Part 2: Opinions on the use of songs in English vocabulary learning

Part 3: Preferences in English vocabulary learning with songs

Ultimately, researchers calculated the mean value with all of them to analyze and study.

Population and Sampling

The study was conducted at the Shanghai Conservatory of Music in Shanghai, China. It is a public higher art university. In the academic year 2022, there were approximately 300 music major students, in the program. The initial plan was to administer the survey questionnaires to all the music major students. However, out of the 300 distributed, only 120 sets were returned due to the Lock Down situations during the study period and other circumstances. In addition, out of the 120 which were returned, 20 sets were incomplete and erroneous. Thus, the final number of survey questionnaires used in the study was the total of 100.

The sample size for the data collection was the 100 students enrolled in the music program in the Academic Year 2022. They participated in the study as respondents of the survey questionnaires. The questionnaire had three parts, one for general demographic information of respondents like gender, age year of study. Two was for students' perceptions of using songs in English vocabulary learning, which consisted of nine items. All items meant to explore students' perceptions of using English songs to teach English. Third was for the preferences in using English contributing to the students' practical learning, which consisted of ten items. The scores from 1 to 5 were used as scaling measurement to explore students' preferences. Three hundred questionnaire surveys were sent to students. The survey questionnaires were analyzed using descriptive statistics to identify the mean (M) and standard deviation (SD) values.

Research instruments

A questionnaire developed by Chen (2021) using songs for vocabulary teaching and learning was adapted for this study:

1. The Item-Objective Congruence (IOC) was done using the three experts to evaluate the validity of the questionnaire items.

2. Based on the score -1 to +1 as measurement, items score lower than 0.5 were revised, and scores higher than or equal to 0.5 were kept. In addition, the survey questionnaire was subject to cross-translation into Chinese and English to confirm the respondents' accuracy and comprehensibility of all question items and directions.

3. The questionnaire survey was used to collect the quantitative data.

The survey questionnaire consisted of three parts.

Part 1: General demographic information of respondents: gender, age, year of study.

Part 2: The questions about students' perceptions of using songs in English vocabulary learning consist of 9 items. All items are to explore students who are in music at Shanghai Conservatory of music - with scores from 1 to 5- perceptions of using English songs to teach English.

Part 3: Students preferences for using English songs in vocabulary learning (teaching styles, materials, and activities) that contribute to the student's practical learning. It consists of 10 items. The respondents were asked to respond to the questions based on their perceptions of using English songs to study English by giving the scores from five Likert scales.

The three qualified experts evaluated the validity and reliability of the questionnaire items. They have taught English in Assumption University for more than 20 years. They were invited to ensure the validity of the questionnaire's content using Item-Objective Congruence (IOC). Minor modifications of wordings as suggested by the experts were carried out. IOC evaluation made sure that the items of the questionnaire were well congruent with the objectives of the study. The IOC was scored from -1 to 1 (1 = congruent; 0 = uncertain; and -1 = incongruent). The evaluation showed that experts scored the IOC as 1. This meant that all items were congruent.

In order to avoid some misunderstandings of concepts, researchers translated the English questionnaire to Chinese. All translations were done by a professional translation agency. After the translation, these were checked by Chinese teachers who have taught English and Chinese. All suggestions made by the teachers were sent to the Translation agency for the final revision.

Collection of data

The official permission to administer the survey questionnaire at the study site was sought by a formal request for the approval from the concerned authorities of the Music program at Shanghai Conservatory of Music. Also, the participants for the survey were appropriately informed of its purposes, the nature of the study and the scope of their participation. Ethical considerations were strictly observed, and all data collected are treated as confidential and all respondents stayed anonymous with no traceable information.

The study used a quantitative research method. Thus, data were collected quantitatively using the survey questionnaires. To distribute the 300 survey questionnaires, researchers sought help from the university's staff to send a survey questionnaire to the

respondents individually. The students were given a week to collect the survey. Out of the 300, 120 were returned and 20 was sampling error. At the end there were only 100 surveys found to be appropriate. The 100 surveys collected were uploaded in the computer for computation and prepared for the statistical analysis by finding the Mean (M) and the Standard Deviation (SD) value of the survey based on each research question.

Data analysis

This study employed quantitative data analysis in answering the research questions. The interpretation employed on the findings of students' perceptions and preferences was illustrated below. The analysis included the calculation to identify the mean *(M)* and standard deviation (SD) of both perceptions and preferences. This procedure was used throughout the study.

Table 3.1

Interpretation of Mean Scores of students' perceptions and elements

Levels	Mean Range	Score Range	Students' perception/elements
5	strongly agree	4.50 – 5.00	very high
4	agree	3.50 – 4.49	high
3	neutral	2.50 – 3.49	moderate
2	disagree	1.50 – 2.49	low
1	strongly disagree	1.00 - 1.49	very low

The mean scores for each item point out the degree of students' perception or preferences. A higher score demonstrates a high perception or preferences, while a lower score indicates a low perception or preferences.

Table 3.2

Breakdown of Respondents' Gender

Gender	Number of Respondents	Percentage
Male	59	59
Female	41	41
Total	100	100.0

Table 3.2 demonstrates the data on the respondents' gender. There were 100 respondents, and the male proportion was 59%. On the other hand, the female proportion is 41%.

Table 3.3

Breakdown of Respondents' Age

Age	Number of Respondents	Percentage
Under 18	7	7
18-21	65	65
Over 21	28	28
Total	100	100

Table 3.3 shows a total of 100 respondents. Under the three categories of year groups, the share of those under 18 is 7%. However, the proportion of 18-21 is 65%. Finally, the number of people over 21 is 28%.

Table 3.4

Summary of the Research Process

Research objective	Source of Data/ Sample	Data Collection Method/ Research Instrument	Method of Data Analysis
1. To investigate the Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning.	300 Chinese Music Major students	Questionnaire Survey	Descriptive statistical analysis
2. To explore Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning.	300 Chinese Music Major students	Questionnaire Survey	Descriptive statistical analysis

CHAPTER SUMMARY

This chapter discussed the different information related to methodology. First,

important information related to the population and samples was discussed. More importantly,

the instrument used in the study, the Likert measurement, and its interpretation were provided.

Finally, the essential details on how data was collected and analyzed quantitatively were

explained. This would help the readers to understand further how the findings were achieved

in Chapter 4.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the two research questions of the study. The survey result was based on the 300 students from the Shanghai Conservatory of Music. All data were collected using questionnaire surveys as instruments.

The Findings of Research Question One: *What are Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning?*

The findings of research question one indicated that Shanghai Conservatory of Music students' perceptions of the use of songs for English vocabulary learning is exceptionally high in all aspects.

Table 4.1

Students' perceptions on the use of songs for English vocabulary learning

No.	Statements	M	SD	Interpretation
1	I think it is effective to use English songs to teach vocabulary.	4.11	0.56	High
2	I think songs are important in developing students' vocabulary.	4.11	0.64	High
3	I think songs can draw students' attention to the vocabulary lessons.	4.12	0.71	High
4	I think songs provide students with opportunities to practice and learn vocabulary better.	4.25	0.60	High
5	I think using songs to teach vocabulary can offer students pleasant and friendly classroom environment.	4.20	0.76	High
6	I think songs create a meaningful context for	4.16	0.79	High

	students to learn the target vocabulary.			
7	I think songs facilitate students' vocabulary retention.	4.27	0.77	High
8	I think songs can help students stay focused and motivated on the vocabulary lessons.	4.20	0.88	High
9	I think songs can make students enjoy their English vocabulary lessons more.	4.28	0.67	High
	Overall	4.18	0.71	High

The findings show that Shanghai Conservatory of Music students' perceptions of using songs for English vocabulary learning are HIGH. This is supported by the Mean (M) and the Standard Deviation (SD) in the table where M = 4.18 and SD=0.71. The indication is that most students in the Conservatory of Music in Shanghai think positively about using English through songs to develop their vocabulary knowledge. Interestingly, five items garnered the highest M and SD. These are Items 9, 7, 4, 8, and 5, respectively. This means that of all nine items, Shanghai Conservatory of Music students perceived songs' vocabulary lessons' *enjoyable', facilitate 'vocabulary retention, provide opportunities to 'practice and learn vocabulary better,' help them to 'stay focused and motivated* and *offer 'pleasant and friendly environment*.

Findings of Research Question Two: *What are Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning?*

The findings of research question two indicated that students have different preferences about using English songs for practical vocabulary learning. Although both teaching methods and activities have HIGH preferences, students still prefer that their teacher use a traditional method for their activities.

Table 4.2

Shanghai Conservatory of Music students' preferences for using English songs for practical vocabulary learning

No.	Statements	M	SD	Interpretation
1	I can learn vocabulary effectively when teachers use appropriate teaching methods in using songs in teaching English vocabulary.	4.07	0.79	High
2	I can learn vocabulary effectively when teachers select songs that are appropriate for the vocabulary lessons with target words in the lyrics which are appropriate for the students' level of English.	4.05	0.80	High
3	I can learn vocabulary effectively when teachers are aware of our interest and preferences with the choices of songs.	4.10	0.72	High
4	I can learn vocabulary effectively when teachers make practical lesson plans with interesting activities with the use of songs in their lessons.	4.16	0.79	High
5	I can learn vocabulary effectively when teachers properly set the classroom context before using songs to teach vocabulary.	4.15	0.72	High
6	I can learn vocabulary effectively when teachers introduce new vocabulary before playing a song for the class.	4.12	0.79	High
7	I can learn vocabulary effectively when teachers encourage all students to actively listen to the songs and take part in the activities that follow.	4.11	0.70	High
8	I can learn vocabulary effectively when teachers play the song multiple times for students to recognize, repeat, and review the target vocabulary.	4.15	0.79	High
9	I can learn vocabulary effectively when teachers prepare handouts or other teaching resources for vocabulary learning activities	4.22	0.76	High

	such as filling in the gaps, matching of words and meanings, etc.			
10	I can learn vocabulary effectively when teachers check to make sure that students have learned the target vocabulary from the songs at the end of the lessons.	4.13	0.82	High
	Overall	4.12	0.77	High

As demonstrated in Table 4.2, students' preferences for using English songs for practical vocabulary learning are HIGH. The table illustrates that the overall Mean (M) and Standard Deviation (SD) are equivalent to M=4.12 and SD=0.77. This result indicates that they prefer using English songs for practical vocabulary learning. Out of the ten items, items 9, 4, 8, and 5 have the highest preferences. This illustrates that students prefer specific ways of activities that they would like their teachers to use. For example, item 9 stated, ' *I can learn vocabulary effectively when teachers prepare handouts or other teaching resources for vocabulary learning activities such as filling in the gaps, matching of words and meanings, etc.*' This activity is generally used in traditional teaching. This implies that Shanghai Conservatory of Music students tend to adhere to the old ways of teaching that are usually used in China. However, some students indicated that they prefer '*practical lesson plans with interesting activities using songs in their lessons*, as shown in item 4. While some also prefer to let the classroom *'set'* for the activities, and others prefer their teachers, *'to play the song multiple times for students to recognize, repeat, and review the target vocabulary*, again quite a traditional way of teaching.

Chapter Summary

This chapter presented the findings of the two research questions.

The findings of research question one indicated that Shanghai Conservatory of Music students' perceptions about using English songs for teaching vocabulary was high. Thus, it shows that they positively perceive this teaching method. While for research question two, the Shanghai Conservatory of Music students have also indicated that they have high preferences for letting their teachers use English songs for vocabulary learning.

Based on these findings, the supposition is that, as students at the Shanghai Conservatory of Music are all music students, using English songs as part of the teaching and learning is helpful to them as Music is their study area. Therefore, using songs as part of their English learning process might help them develop their vocabulary competence.

CHAPTER V

CONCLUSION

This chapter presents the conclusion of the research project. This involves a summary of the study, a discussion of the overall findings, pedagogical implications, research project limitations, recommendations for further research, and the study's conclusion.

Overview of the study

The study was conducted at the Shanghai Conservatory of Music in China during the 2022 academic year. The aim was to explore students' perceptions and preferences using songs in English vocabulary learning. The study had two research objectives that supported the two research questions. To achieve the purpose of the study, a questionnaire survey was used to collect data from 300 music students as participants. A purposive sampling method was used for choosing the participants. The Item-objectivity Congruence was used to ensure the validity of the data using the three evaluators with more than 30 years of teaching experience in the English Language Teaching (ELT) field. In order to find the findings of the two research questions, descriptive statistics were employed, which were discussed in the previous chapter.

Discussion of the overall findings

The findings for the first research question shows that the Music major students who participated in this study have HIGH perceptions of using English songs for vocabulary learning. The study of Cui supports such high perceptions (2017) and Chen (2021), where the majority of the respondents of these studies indicated that using English songs for vocabulary teaching and learning can contribute to student's mastery of English vocabulary, especially in developing the sentence patterns, and pronunciation (Murphy Odo, 2021). As English songs

are usually learned by repeating the lyrics, this significantly influences the mastery of words through recall (Gfeller, 1983; Xi, 2021). Furthermore, as indicated, most students perceive that '*songs facilitate vocabulary retention, are pleasant and friendly, focused and motivated, and enjoy their learning.'* These are supported by various studies (Hallam, 2010; Hallam & Himonides, 2022; Hou, 2017; Li, 2021; Xi, 2021) related to the use of English songs for vocabulary learning. As Gardner (2011) pointed, musical intelligence is the earliest to emerge of all and develops in parallel to linguistic intelligence. This means, musical and linguistic competences rely on the oral-auditory system and are not dependent upon physical objects.

In response to Research Question Two, the participants also indicated they have different preferences related to the methods of teaching activities and lessons for the teaching of English songs to teach vocabulary. Interestingly, the teaching methods and tasks they prefer are still based on traditional ways of teaching (Chen, 2021). For example, repetition and memorization are some activities for the audiolingual method and the fill-in-blank or cloze technique they preferred.

Pedagogical implications

The study has a few pedagogical implications for teaching and learning English vocabulary.

The conservatory of Music in Shanghai in, China, regards English as necessary for their students, especially those students who are Music majors. Moreover, English is considered one of the resources students can use to further their careers worldwide if they have the English language proficiency.

Hence the findings of this study can be helpful for the administrators, curriculum designers, teachers, as well as the students to perhaps materialize their dreams by using what

they are already good at and passionate about- Music. Moreover, this phenomenon accords with the environment of studying English in Shanghai, one of the few international cities in China.

For the administrators and curriculum designers: students' perceptions show that songs can be one of the resources to be used for teaching English vocabulary in the music program. With the qualified and experienced teachers and appropriate teaching methods, songs can be the best option for these students to develop their English vocabulary. If English songs can be added as part of their materials, perhaps students will be more enthusiastic and motivated about learning the language. As vocabulary is one of the foundations of learning a language thus, learning needs to be enjoyable, and this start from the very place they learn, which is the Shanghai School of Music. An enjoyable atmosphere can greatly help to enhance students' learning as they can be a factor of motivation.

For teachers: the findings of the study demonstrate how students in the music program perceive the use of English songs for vocabulary learning. Based on this survey, teachers should consider what the students implied in the survey and integrate English songs into their teaching of English vocabulary. Different English songs are suitable for the teaching of English. Thus, the teachers who will be teaching English need to consider their students' age range, interests and abilities. With the teacher's right attitudes and effective teaching styles, English songs can be practical and useful learning materials for students. Using the right activities, the approach that works with other countries will probably work as well in the contexts of China, as Music is universal. However, as students seem to be still influenced by the traditional ways of teaching, the teacher perhaps can find other ways or techniques to teach music students English vocabulary in contemporary ways. As songs tend to be novel material to be used in teaching vocabulary in China, thus teaching vocabulary

communicatively might be better as songs are best learned orally. Thus, English teachers should use and manipulate the usefulness of songs by preparing lessons and activities based on their student's individuality because students may have different learning styles.

To provide students with a relaxing learning environment, a teacher should be a good role model and be aware of their student's artistic talents, especially in Music, to positively influence their learning performance and language development.

For students: Students need to be experimental and use their talents in Music to learn different vocabulary in English. Although this might be hard for them at first, listening to English songs will help them learn how to sing a song and develop their vocabulary competently in English. Also, they need to be more vocal and not internalize their learning, as songs need to be sung loudly. Listening to their voices will enable them to be aware of their diction. This practice will make them aware of the progress of their learning. Learning paired with good learning discipline might help if they practice their learning independently. As many English songs are available, learning English vocabulary is easy for them.

Limitations of the study

There exist some limitations in this study.

First, this study was done in one place only, and the participants were all music major. Thus, the result might not represent the students in all disciplines. Therefore, the perceptions of the music students who participated in this study might not be the same as those not in the music field.

Second, this study focused on students' perceptions. Thus, no lessons were given to them, and no observations related to teaching English vocabulary. Third, the result was also

based on the questionnaire survey, as this study was done quantitatively. Therefore, there was a lack of explanations that can support the findings.

Recommendations for future study

For future researchers, a few recommendations are suggested. Perhaps action research using songs in teaching and learning English in China's context can be an interesting future study for anyone interested in the use of songs in English language teaching. This way, a researcher can observe the actual outcome of English songs in developing English vocabulary. Additionally, qualitative or mixed-methodology methods in research may be adopted so that multiple data can be achieved to strengthen the argument or result of the findings. Lastly, to generalize the result and make them a representation of Chinese students, it will be best to conduct the study in the different regions in China. The result will be able to provide institutions with the valid result and encourage them to use songs as part of their teaching and learning materials.

Conclusion

The focus of this study was to investigate the perceptions and preferences of Music major students at the Shanghai Conservatory of Music on using English songs for vocabulary development. The findings indicated that the music program students highly regarded using English songs to help them develop their vocabulary learning. Consequently, they also indicated the different teaching methods, lessons, and activities they prefer if the teacher uses English songs to develop their English vocabulary. Using music and songs in language teaching can play an essential part in vocabulary development. Furthermore, a close relationship between music and language is always found in different studies reviewed.

In conclusion, this study's result greatly helps English teachers at the Shanghai Conservatory of Music. However, students' positive perceptions contradict the purpose of the research as students still prefer traditional teaching and even activity methods. Therefore, to successfully use English songs in this premise, teachers must clearly outline the objectives of using songs to teach major music students English vocabulary. Furthermore, to encourage students to use their music skills to learn English, English teachers must use contemporary ways to teach English vocabulary. Finally, Chinese education advocates letting the students learn English vocabulary so they will be equipped to use English for communication. Therefore, teachers must think of creative and innovative activities using English songs to teach English vocabulary. Besides exposing students to authentic languages, they also allow students to engage in the activity most of them love, listening to music.
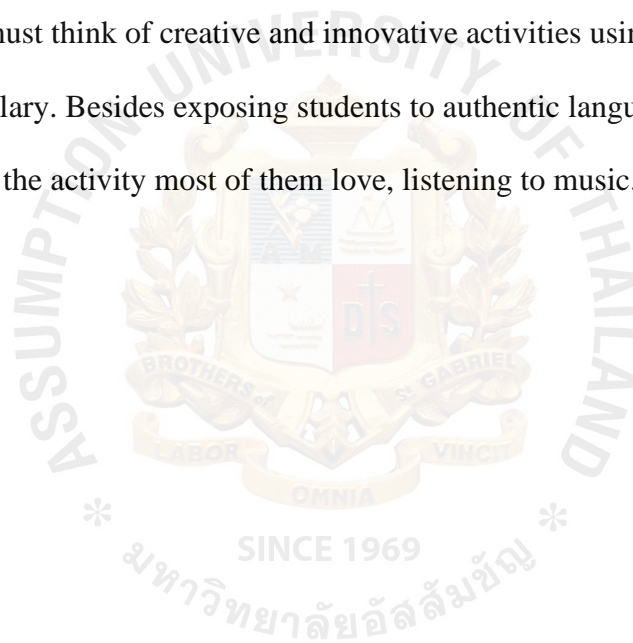
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Appendix A

Survey Questionnaire for Students

This survey questionnaire is a part of the thesis study entitled -*Students' Perceptions on the Use of English Songs in Vocabulary Learning: A Case Study of Music Major Program at Shanghai Conservatory of Music in Shanghai, China*. Your participation with your informed consent is on voluntary basis. All responses will be kept confidential for the study purposes only. All personal data will be anonymous and untraceable to any participants. Your honest responses and cooperation are highly appreciated.

Directions: Kindly answer all questions by checking the box.

Part One: Demographic Information

1. Gender ☐ Female ☐ Male

2. Age ☐ under 18 ☐ 18-21 ☐ over 21

3. Year Status ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Part Two: Opinions on the use of songs in English vocabulary teaching and learning

Directions: Please check the box that best represents your response to each statement, using the following scales: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly disagree.

Item	Statement	Response				
		5	4	3	2	1
1.	I think it is effective to use English songs to teach vocabulary.					
2.	I think songs are important in developing students' vocabulary.					
3.	I think songs can draw students' attention to vocabulary lessons.					
4.	I think songs provide students with opportunities to practice and learn vocabulary better.					
5.	I think using songs to teach vocabulary can offer students pleasant and friendly classroom environment.					
6.	I think songs create a meaningful context for students to learn the target vocabulary.					
7.	I think songs facilitate students' vocabulary retention.					
8.	I think songs can help students stay focused and motivated on the vocabulary lessons.					
9.	I think songs can make students enjoy their English vocabulary lessons more.					

Part Three: Preferences in English vocabulary learning with songs

Directions: Please check the box that best represents your response to each statement, using

the following scales: 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree and 1 =

Strongly disagree.

Item	Statement	Response				
		5	4	3	2	1
1.	I can learn vocabulary effectively when teachers use appropriate teaching methods in using songs in teaching English vocabulary.					
2.	I can learn vocabulary effectively when teachers select songs that are appropriate for the vocabulary lessons – with target words in the lyrics which are appropriate for the students'					

	level of English.					
3.	I can learn vocabulary effectively when teachers are aware of our interest and preferences with the choices of songs.					
4.	I can learn vocabulary effectively when teachers make practical lesson plans with interesting activities with the use of songs in their lessons.					
5.	I can learn vocabulary effectively when teachers properly set the classroom context before using songs to teach vocabulary.					
6.	I can learn vocabulary effectively when teachers introduce new vocabulary before playing a song for the class.					
7.	I can learn vocabulary effectively when teachers encourage all students to actively listen to the songs and take part in the activities that follow.					
8.	I can learn vocabulary effectively when teachers play the song multiple times for students to recognize, repeat, and review the target vocabulary.					
9.	I can learn vocabulary effectively when teachers prepare handouts or other teaching resources for vocabulary learning activities such as filling in the gaps, matching of words and meanings, etc.					
10	I can learn vocabulary effectively when teachers check to make sure that students have learned the target vocabulary from the songs at the end of the lessons.					

Appendix B

学生调查问卷

本调查问卷是论文研究的一部分，题目是"学生对英语歌曲在词汇学习中的运用的感受:以上海音乐学院音乐专业为例"。您在知情同意的情况下参与是自愿的。所有回复将被保密，只用于研究目的。所有的个人数据将是匿名的，无法追踪到任何参与者。非常感谢您的真诚回复与合作。

说明:请在方框内打勾，回答所有问题。

第一部分:学生信息

1. 性别　　□ 女性　　　□ 男性

2. 年纪　　□ 18 以下　　□ 18-21　　　□ 超过 21

3. 大学年纪　□ 大一 □ 大二 □ 大三　□ 大四

第二部分:歌曲在英语词汇教学中的运用

说明:请在最能代表你观点的方框里打勾。

分数说明: 5 = 非常同意, 4 = 同意, 3 = 中立, 2 = 不同意， 1 =非常不同意.

选项	陈述	回答				
		5	4	3	2	1
1	我认为用英语歌曲来教授英语词汇是有效的。					
2	我认为歌曲对发展学生的词汇量很重要。					
3	我认为歌曲可以吸引学生对词汇课的注意力。					
4	我认为歌曲为学生提供了更好的练习和学习词汇的机会。					
5	我认为用歌曲来教授词汇可以给学生提供愉快友好的课堂环境。					
6	我认为歌曲为学生学习目标词汇创造了一个有意义的环					

	境。					
7	我认为歌曲有助于学生的词汇记忆。					
8	我认为歌曲可以帮助学生在词汇课上保持专注和动力。					
9	我认为歌曲可以使学生更喜欢英语词汇课。					

第三部分:英语词汇歌曲学习的偏好

说明:请在最能代表你观点的方框里打勾。

分数说明: 5 = 非常同意, 4 = 同意, 3 = 中立, 2 = 不同意， 1 =非常不同意.

选项	陈述	Response				
		5	4	3	2	1
1	当教师在英语词汇教学中运用歌曲的教学方法时，我可以高效地学习词汇。					
2	当教师选择适合词汇课的歌曲且歌曲中的歌词适合学生的英语水平时，我可以高效地学习词汇。					
3	当教师通过了解我们的兴趣和喜好选择歌曲时，我可以高地学习词汇。					
4	当教师在他们的课程中使用歌曲，制定实用的教学计划和有趣的活动时，我可以有高地学习词汇。					
5	当教师在用歌曲教授词汇之前，适当地设置课堂语境，我可以高效地学习词汇。					
6	当教师在给全班放一首歌之前介绍新的词汇时，我可以高效地学习词汇。					
7	当教师鼓励所有的学生积极地听歌曲并参加课堂活动时，我可以高效地学习词汇。					
8	当教师多次播放歌曲让学生识别、重复、复习目标词汇时，我可以高效地学习词汇。					
9	当教师准备讲义或其他教学材料进行词汇填空、单词和					

	词汇意义匹配等词汇学习活动时，我可以高效地学习词汇。					
10	当教师在课堂结束时检查学生是否掌握了歌曲中的目标词汇时，我可以高效地学习词汇。					