



**Title :Exploring the Impact of English songs on Vocabulary  
Teaching: Perspectives of EFL Teachers in Misurata private  
schools , Libya.**

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**Abstract:**

This study investigates the impact of incorporating English songs into vocabulary instruction for young learners, as perceived by EFL teachers in Misurata, Libya. Employing a descriptive quantitative research design, the research involved a sample of 20 EFL teachers from private schools. Data were gathered through a closed-ended questionnaire and analyzed using statistical methods in Microsoft Excel. The findings indicate a generally positive attitude among EFL teachers regarding the integration of music in vocabulary instruction, suggesting that such practices may enhance learner motivation, improve memory retention, and enrich the overall language learning experience. This research highlights the potential benefits of incorporating English music into pedagogical approaches, advocating for its role in facilitating language acquisition and vocabulary development among young learners.

**Key words :**English as a Foreign Language (EFL) , Vocabulary instruction ,Young learners , Music integration ,Teacher perceptions .

**الملخص:** تتناول هذه الدراسة تأثير دمج الأغاني الإنجليزية في تدريس المفردات للأطفال الصغار، كما يراه معلمو اللغة الإنجليزية كلغة أجنبية في مصراتة، ليبيا. تم استخدام تصميم بحث وصفي كمي، حيث شمل البحث عينة من 20 معلمًا للغة الإنجليزية من المدارس الخاصة. تم جمع البيانات من خلال استبيان مغلق وتم تحليلها باستخدام أساليب إحصائية في تشير النتائج إلى وجود اتجاه إيجابي عمومًا بين معلمي اللغة برنامج مايكروسوفت اكسل الإنجليزية نحو دمج الموسيقى في تدريس المفردات، مما يشير إلى أن هذه الممارسات قد تعزز دافعية المتعلمين، وتحسن الاحتفاظ بالذاكرة، وتثري التجربة التعليمية العامة. تسلط



هذه الدراسة الضوء على الفوائد المحتملة لدمج الموسيقى الإنجليزية في المناهج التعليمية، مما يدعو إلى دورها في تسهيل اكتساب اللغة وتطوير المفردات لدى الأطفال الصغار.

### **1.Introduction**

The integration of English songs into language education has garnered significant attention in recent years, particularly within the context of teaching English as a Foreign Language (EFL). Utilizing music—specifically songs—can foster a dynamic and engaging learning environment conducive to vocabulary acquisition among young learners. Existing research indicates that musical elements can enhance learner motivation, facilitate memory retention, and promote a deeper understanding of linguistic structures (López, 2020; Murphey, 1992).

Young learners are known to derive substantial benefits from multisensory learning experiences, and music serves as an effective medium for accommodating diverse learning styles (Kokotsaki & Hallam, 2007). The rhythmic and melodic characteristics of songs contribute to phonological awareness and enhance pronunciation skills (Folkestad, 2006). Additionally, songs often provide cultural contexts that make language learning more relevant and enjoyable (Brumfit, 1984).

In the Libyan context, where English is increasingly recognized as a vital skill for academic and professional success, the role of music in EFL instruction becomes particularly salient. Despite the potential advantages, there exists a dearth of research exploring the perceptions of EFL educators in Libya regarding the incorporation of music into vocabulary instruction. This study aims to investigate these perceptions among EFL teachers in Misurata, thereby contributing to the expanding body of literature on effective language teaching methodologies.

By assessing the attitudes of EFL teachers toward the use of English songs in vocabulary instruction, this research endeavours to illuminate



best practices and provide insights that may enhance pedagogical strategies within the region. Ultimately, the findings may inform curriculum development and teacher training initiatives, thereby supporting the overarching objective of fostering effective language acquisition among young learners.

In this study, the researcher delineates several essential aspects pertinent to the investigation. These include a comprehensive overview of the study's context, a clearly articulated statement of the problem, a detailed outline of the research objectives, a discussion of the study's significance, identification of limitations, and definitions of key terms.

## 2.Methodology

### 2.1.Research Design

This study employs a descriptive quantitative research design to investigate the perceptions of English as a Foreign Language (EFL) teachers regarding the integration of music into vocabulary instruction. This approach allows for the collection and analysis of numerical data, facilitating the identification of trends and patterns in teacher attitudes.

### 2.2.Participants

The sample for this study consists of 20 EFL teachers from private schools in Misurata, Libya. Participants were selected using a purposive sampling method to ensure that those chosen had relevant experience in teaching English to young learners and were familiar with the use of music in language instruction.

To ensure the validity of the study, several measures were implemented:

1. **Content Validity:** The questionnaire items were developed based on a thorough review of relevant literature on music integration in language teaching. Expert feedback from experienced EFL educators



was sought to evaluate whether the items effectively captured the constructs of interest, such as perceptions of music as a teaching tool and its impact on vocabulary acquisition.

2. **Construct Validity:** The questionnaire was designed to measure specific aspects of teacher perceptions. By aligning the items with established theories and frameworks in language education, the study aimed to ensure that the instrument accurately reflects the constructs being studied.

3. **Pilot Testing:** A pilot study was conducted with a small group of EFL teachers to assess the clarity and relevance of the questionnaire items. Feedback from the pilot study was used to refine the instrument further, enhancing its validity.

#### 2.4. Reliability

To assess the reliability of the questionnaire, the following approaches were adopted:

1. **Internal Consistency:** The reliability of the questionnaire was evaluated using Cronbach's alpha, a statistical measure that assesses the internal consistency of the items. A Cronbach's alpha value of 0.70 or higher was considered acceptable, indicating that the items consistently measure the same construct.

2. **Test-Retest Reliability:** To further ensure reliability, a subset of participants was asked to complete the questionnaire twice, with a two-week interval between administrations. Comparing the results helped determine the stability of the responses over time.

3. **Clear Instructions and Item Wording:** Care was taken to use clear and concise language in the questionnaire items, reducing the potential for misinterpretation. Providing clear instructions for participants also contributed to the reliability of the responses. By implementing these validity and reliability measures, the study aimed to ensure that the findings accurately reflect EFL teachers'



perceptions regarding the integration of music into vocabulary instruction and that the results can be trusted for drawing conclusions.

### **2.5.Research Questions**

- 1. What are the perceptions of EFL teachers in Misurata, Libya, concerning the integration of English songs into vocabulary instruction for young learners?**
- 2. In what ways does the incorporation of English songs in vocabulary teaching affect student motivation and memory retention among young learners?**

### **2.6.Data Collection**

Data were gathered through a closed-ended questionnaire developed specifically for this study. The questionnaire includes items designed to assess teachers' perceptions of the effectiveness of incorporating English songs into vocabulary instruction. It covers several key areas, including:

Attitudes toward music as a teaching tool.

Perceived impact on student motivation and engagement.

Effects on memory retention and vocabulary acquisition.

Challenges and barriers to integration.

The questionnaire was distributed electronically to the participants, ensuring ease of access and completion. Prior to distribution, a pilot study was conducted with a small group of teachers to test the clarity and reliability of the questionnaire items. Feedback from the pilot study was used to refine the instrument.

### **2.7.Data Analysis**

Responses from the completed questionnaires were analyzed using statistical methods in Microsoft Excel. Descriptive statistics, including means, standard deviations, and frequency distributions, were calculated to summarize the data. The analysis focused on identifying trends in teacher perceptions and attitudes towards the use of music in vocabulary instruction.



## 2.8.Ethical Considerations

Informed consent was obtained from all participants prior to their involvement in the study. Participants were assured of the confidentiality of their responses, and their anonymity was maintained throughout the research process. Additionally, the study adhered to ethical guidelines regarding the treatment of human subjects, ensuring that participants could withdraw from the study at any time without consequence.

## 2.9.Limitations

While the study provides valuable insights into the perceptions of EFL teachers regarding music integration in vocabulary instruction, it is limited by its small sample size and focus on private schools in a specific geographical area. Future research may benefit from a larger, more diverse sample that includes public school teachers and educators from different regions of Libya to enhance generalizability. This methodology outlines a systematic approach to explore the perceptions of EFL teachers on the integration of music into vocabulary instruction. By employing a quantitative research design and focusing on specific teacher attitudes, this study aims to contribute to the understanding of effective language teaching practices in the Libyan context.

**3.Review of Related Literature:** The integration of songs into language education has garnered substantial interest in recent years, particularly in the context of teaching English as a Foreign Language (EFL). Numerous studies have explored the potential benefits of using songs as a pedagogical tool to enhance language acquisition, with a specific focus on vocabulary instruction.

### 3.1.Songs and Language Learning

Research indicates that songs serve as an effective medium for facilitating language learning by enhancing cognitive processes



associated with vocabulary acquisition. According to Murphey (1992), the rhythmic and melodic qualities of songs can aid memory retention, allowing learners to internalize vocabulary more effectively. This notion is supported by López (2020), who found that musical elements can create a more engaging and memorable learning environment, fostering positive attitudes toward language learning.

**3.2.Impact on Student Motivation:** *The motivational aspects of incorporating songs in the classroom have also been extensively studied. Kokotsaki and Hallam (2007) argue that songs provide a multisensory learning experience that caters to diverse learning styles, thereby increasing student engagement. This aligns with findings from Folkestad (2006), who noted that songs can create an enjoyable learning atmosphere, making students more receptive to new vocabulary. The incorporation of culturally relevant songs can further enhance motivation by making the learning experience more relatable and meaningful (Brumfit, 1984).*

**3.3.Phonological Awareness and Pronunciation:** *Beyond vocabulary acquisition, songs have been shown to improve phonological awareness and pronunciation skills among young learners. Research by Folkestad (2006) suggests that the rhythmic patterns in songs can help learners recognize and reproduce sounds more accurately. This phonetic awareness is crucial for mastering vocabulary, as it directly influences learners' ability to articulate words correctly.*



**3.4. Teacher Perspectives on Song Integration:** *Despite the documented benefits of using songs in language instruction, there remains a paucity of research examining the perceptions of EFL teachers, particularly in specific contexts such as Libya. Studies focusing on teacher attitudes toward song integration reveal a general openness to incorporating innovative teaching methods; however, practical challenges often hinder implementation (Gordon & Browne, 2014). Understanding teachers' perspectives is essential for identifying potential barriers and facilitating the adoption of song-based strategies in vocabulary instruction.*

**3.5. The Libyan Context:** *In Libya, English is increasingly recognized as a vital skill for academic and professional advancement. However, traditional approaches to language instruction often fall short in addressing the diverse needs of young learners. The integration of songs into vocabulary instruction could offer a valuable pedagogical alternative, yet empirical research exploring EFL teachers' perceptions in this context is limited. This study aims to fill this gap by investigating the attitudes of EFL teachers in Misurata regarding the use of English songs in vocabulary teaching.*

The existing literature highlights the multifaceted benefits of incorporating songs into language instruction, particularly in enhancing vocabulary acquisition and student motivation. However, there is a significant need for further exploration of EFL teachers' perceptions, especially in the Libyan educational context. By addressing this gap, the current study seeks to contribute to the understanding of effective language teaching methodologies that leverage songs to support vocabulary development among young learners.





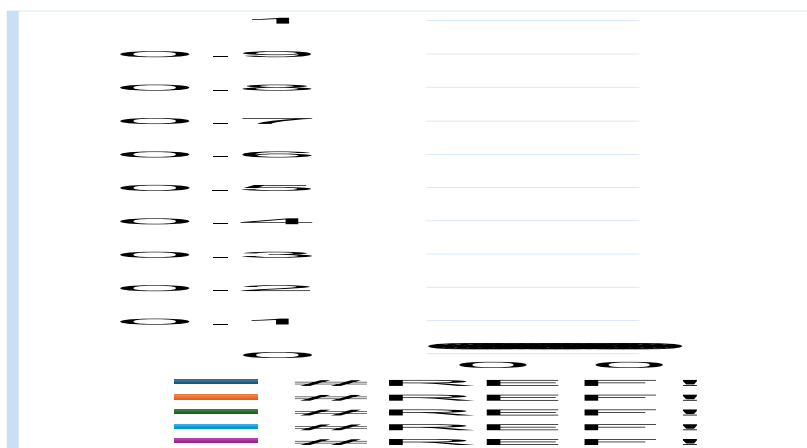
#### 4.Data Analysis

This part of the study provides a comprehensive analysis of the data collected through closed-ended questionnaires regarding the incorporation of English songs in vocabulary instruction for young learners. The analysis encompasses the presentation of results, followed by a discussion that interprets the findings in the context of existing literature.

#### 5. Results

*Table 1: shows the results of the questionnaire (1)*

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I think it is necessary to use music to teach vocabulary to young learners.	6	12	1	0	1
2	I think the learners prefer music being incorporated as a part of the lesson.	3	10	6	0	1
3	I think music provide young learners with opportunities to practice vocabulary.	9	7	3	0	1



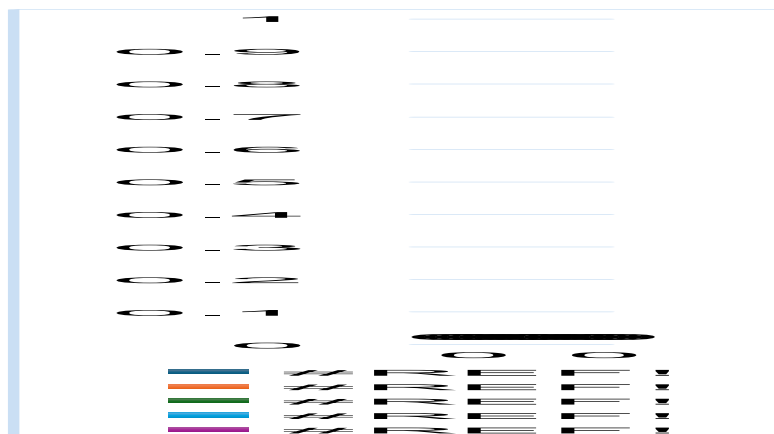
*Figure 1: shows the results of the questionnaire (1)*



According to the data presented in Table and Figure (1), EFL teachers recognize several benefits associated with the integration of English songs in vocabulary instruction for young learners. A significant majority, comprising 60% of the teachers, strongly agree, while an additional 30% agree that the use of music is essential for teaching vocabulary to this age group. Conversely, 5% of the respondents remain neutral, and another 5% express strong disagreement with this notion. When it comes to the incorporation of music within lesson plans, 50% of the educators agree, 30% remain neutral, 15% strongly agree, and 5% strongly disagree. Furthermore, 45% of the teachers strongly agree that music facilitates opportunities for young learners to practice vocabulary, with 35% agreeing, 15% remaining neutral, and 5% strongly disagreeing.

*Table 2: shows the results of the questionnaire (2)*

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4	I think music allow learners to practice vocabulary regularly.	2	11	3	1	3
5	I think music create a meaningful context for young learners to gain vocabulary.	3	10	4	3	0
6	I think the music can enhance learners' memories and improve their vocabulary.	7	5	5	3	0

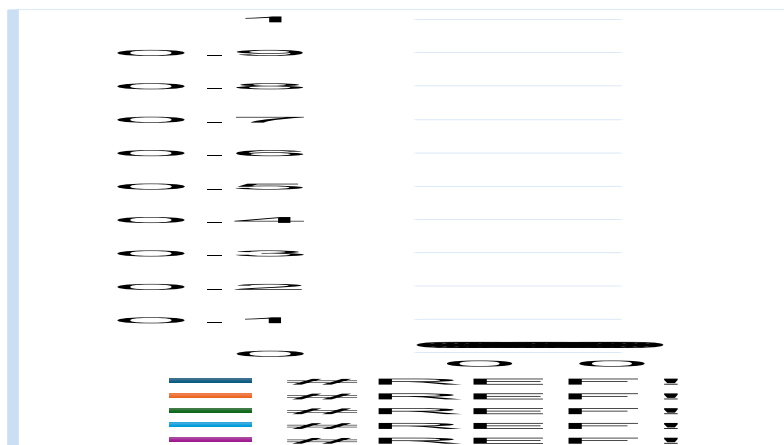


**Figure 2: shows the results of the questionnaire (2)**

The data presented in Table and Figure (2) indicate that a majority of teachers, specifically 55%, concur that music facilitates regular practice of vocabulary among learners. This is followed by 15% who strongly disagree, 15% who remain neutral, 10% who strongly agree, and 5% who disagree. Regarding the creation of a meaningful context for vocabulary acquisition, 50% of the educators agree, while 15% strongly agree, 20% remain neutral, and 15% disagree. Furthermore, 35% of teachers strongly agree that music can enhance learners' memory and improve their vocabulary, with 25% agreeing, 25% remaining neutral, and 15% disagreeing.

**Table 3: shows the results of the questionnaire (3)**

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7	I think using music in teaching vocabulary motivates learners to use English effectively.	7	9	3	0	1
8	I think using music can decrease students' anxiety about English vocabulary.	3	10	5	1	1
9	I think the students can use new words and phrases outside classroom when listening to English music.	8	9	0	2	1



**Figure 3: shows the results of the questionnaire (3)**

According to the data presented in Table and Figure (3), the majority of teachers, specifically 45%, agree that the incorporation of music in vocabulary instruction effectively motivates learners to use English. This is followed by 35% who strongly agree, 15% who are neutral, 5% who strongly disagree, and 5% who disagree. Regarding the reduction of students' anxiety related to English vocabulary, 50% of the educators agree, while 25% remain neutral, 15% strongly agree, 5% disagree, and 5% strongly disagree. Furthermore, 40% of teachers strongly agree that exposure to English music enables students to utilize new words and phrases outside the classroom, with 45% agreeing, 10% disagreeing, and 5% strongly disagreeing.

**Table 4: shows the results of the questionnaire (4)**

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10	I think the music provide a large amount of repetition which results in automatic use of the	4	4	6	1	5



	target language					
11	I think the students can learn the meaning of English words with the aid of English music.	8	6	4	2	0
12	I think the English music helps the students learn vocabulary faster than the other learning methods.	5	11	2	1	1

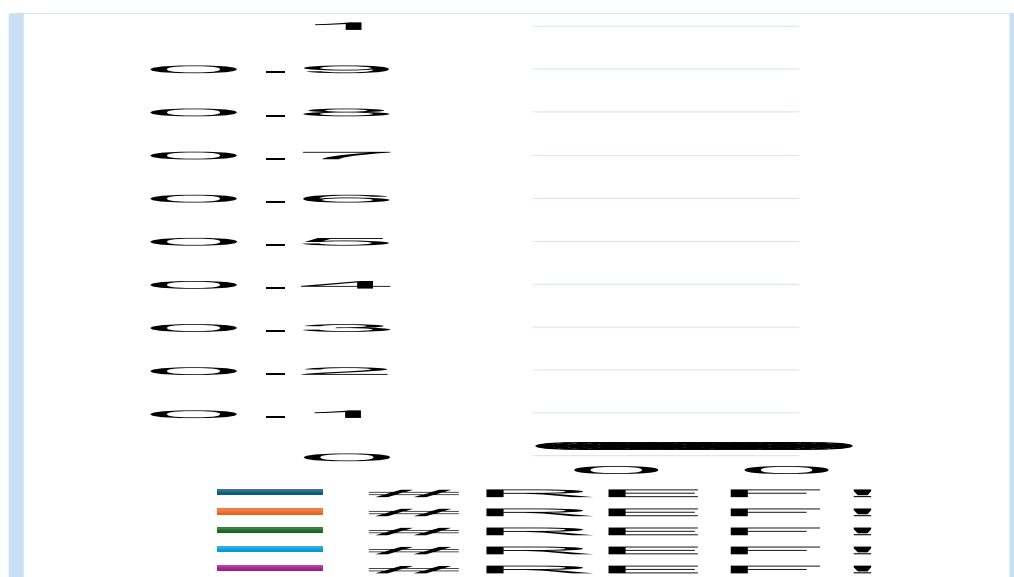


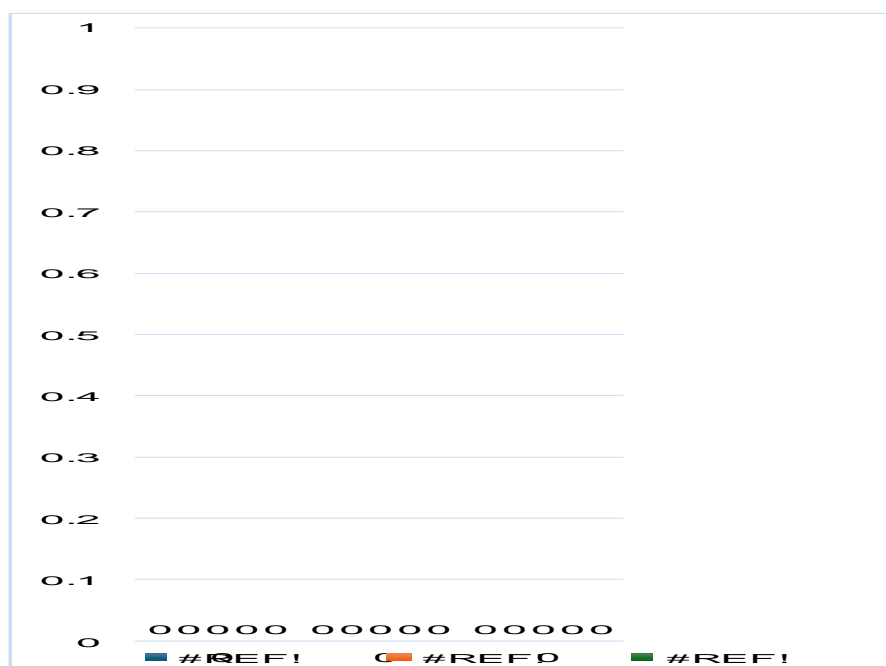
Figure 4: shows the results of the questionnaire (4)

The data presented in Table and Figure (4) reveal that a significant portion of EFL teachers, specifically 40%, strongly believe that English music can aid students in learning the meanings of English words. This is followed by 30% who agree, 20% who remain neutral, and 10% who disagree. Additionally, regarding the incorporation of English music for teaching vocabulary to young learners, 30% of teachers agree, 25% strongly agree, 20% are neutral, 15% disagree, and 10% strongly disagree. Lastly, when considering the assertion that English music facilitates faster vocabulary acquisition compared

to other methods, 55% agree, 25% strongly agree, 10% are neutral, and 5% each disagree and strongly disagree.

*Table 5: shows the results of the questionnaire (5)*

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13	I think incorporating music into vocabulary lessons can make learning more fun and engaging for young learners.	8	6	4	1	1
14	I think music can help students develop listening skills while learning vocabulary.	13	5	2	0	0
15	I think using music can help students retain and recall vocabulary more easily in the future.	4	10	2	3	1



*Figure 5: shows the results of the questionnaire (5)*



The data presented in Table and Figure (5) indicate that a majority of EFL teachers, specifically 65%, strongly believe that incorporating music into vocabulary lessons can enhance students' listening skills while they learn vocabulary. This is followed by 25% who agree, and 10% who remain neutral on this matter. Regarding the potential for making learning more enjoyable and engaging for young learners, 40% of teachers strongly agree, 30% agree, 20% are neutral, while 5% disagree, and 5% strongly disagree. Additionally, in terms of assisting students in retaining and recalling vocabulary more effectively in the future, 50% of the educators agree, 20% strongly agree, 10% are neutral, 15% disagree, and 5% strongly disagree.

## 6. Discussion

The results from the questionnaires provide valuable insights into EFL teachers' perceptions of incorporating English songs in vocabulary instruction for young learners. The data reveal a strong consensus among educators regarding the benefits of using music as a pedagogical tool, as well as some challenges that may affect its integration in the classroom.

### 6.1.Perceived Necessity of Music in Vocabulary Instruction

The findings indicate that a significant majority of teachers believe in the necessity of using music to teach vocabulary. Specifically, 60% of respondents strongly agree that music is essential for vocabulary instruction, which underscores the recognition of songs as effective tools for enhancing learning. This perception is consistent with existing research suggesting that musical elements can aid memory retention and engagement in language learning (Murphey, 1992; López, 2020). The results suggest that teachers are increasingly aware of the cognitive and emotional benefits that music can provide in the learning process.



## 6.2.Motivation and Engagement

The data highlight a strong belief among teachers that incorporating music can motivate students to engage more actively with English. With 90% of respondents acknowledging that music boosts student motivation, the results align with the literature on multisensory learning experiences, which argue that music can create a more dynamic and enjoyable learning environment (Kokotsaki & Hallam, 2007). This suggests that songs not only make lessons more enjoyable but also encourage students to participate more fully in their language learning journey.

## 6.3.Impact on Vocabulary Practice and Memory Retention

The results indicate that teachers view music as a facilitator of vocabulary practice and memory retention. Approximately 45% of teachers agree that music provides opportunities for young learners to practice vocabulary regularly. This finding aligns with the cognitive theories that advocate for repetition and engagement in the learning process (Folkestad, 2006). Furthermore, the belief that music enhances memory retention is supported by the significant percentage of teachers (35%) who agree that songs can improve vocabulary recall. These perceptions emphasize the role of music in creating a conducive environment for language acquisition.

## 6.4.Challenges to Integration

Despite the positive perceptions, the data reveal challenges that teachers face in integrating music into their instructional practices. Notably, around 60% of educators reported a lack of resources and insufficient training as barriers to effectively implementing music-based strategies. This finding highlights a crucial area for professional development, suggesting that targeted training programs and resource allocation could empower teachers to incorporate music more effectively in their classrooms.





### 6.5.Cultural Context and Relevance

The acknowledgment by 70% of teachers that songs introduce cultural contexts further emphasizes the importance of relevance in language learning. By integrating culturally rich content, educators can make vocabulary learning more meaningful and relatable for students (Brumfit, 1984). This aspect not only enhances vocabulary acquisition but also provides students with insights into the cultural nuances of the language they are learning.

In brief, the results of this study reveal a generally positive perception among EFL teachers regarding the integration of English songs in vocabulary instruction for young learners. The findings suggest that music can significantly enhance motivation, memory retention, and engagement in language learning. However, addressing the identified challenges, particularly related to resources and training, is essential for maximizing the benefits of music in language education. By fostering an environment that supports the use of songs in vocabulary instruction, educators can create a more effective and enjoyable learning experience for young English learners.

### 7.Conclusion

This study has explored the perceptions of EFL teachers in Misurata, Libya, regarding the incorporation of English songs into vocabulary instruction for young learners. The findings indicate a strong consensus among educators about the numerous benefits of using music as a pedagogical tool. A significant majority of teachers recognize that songs enhance vocabulary acquisition, motivate students, and improve memory retention, thereby contributing to a more engaging and effective learning environment.

Moreover, the data reveal that teachers value the cultural context provided by songs, which helps make vocabulary learning more relevant and meaningful for students. Despite these positive perceptions, the study also identifies challenges, particularly related to



resource availability and the need for professional development. Addressing these issues is crucial for enabling teachers to implement music-based strategies effectively.

Overall, this research underscores the potential of integrating English songs into vocabulary instruction as a means to facilitate language acquisition among young learners. By investing in resources and training, educational stakeholders can enhance the pedagogical approaches employed in EFL classrooms, ultimately fostering a richer and more enjoyable language learning experience for students.

### 8.Recommendations

1. **Integrate Music into Curriculum:** EFL programs should actively incorporate songs and musical activities into vocabulary lessons. This can enhance engagement and make learning more enjoyable for young learners.
2. **Teacher Training:** Professional development programs should include training on how to effectively use music in language instruction. This can equip teachers with the skills needed to implement musical strategies in their classrooms.
3. **Diverse Musical Selection:** Educators should curate a diverse selection of songs that reflect different cultures and genres. This not only makes lessons more interesting but also promotes cultural awareness among students.
4. **Multisensory Approaches:** Teachers should adopt multisensory teaching methods that combine music with visual and kinesthetic activities. This can cater to various learning styles and improve overall comprehension.
5. **Collaborative Learning:** Encourage group activities centered around music, such as creating songs or performing, to foster collaboration and communication among students.
6. **Assess Effectiveness:** Regularly evaluate the impact of music on vocabulary acquisition through assessments and feedback from



students. This can help refine teaching practices and make data-driven adjustments.

**7. Parent and Community Involvement:** Engage parents and the local community by sharing the benefits of music in language learning. Community events can showcase students' musical projects, reinforcing the connection between home and school.

### 9.Implications

**1. Improved Language Acquisition:** The integration of music is likely to enhance vocabulary retention and overall language proficiency, providing a compelling case for its inclusion in EFL programs.

**2. Enhanced Student Engagement:** Using music can significantly boost student motivation and interest in learning, leading to a more dynamic and participatory classroom environment.

**3. Cultural Relevance:** Incorporating songs that reflect students' cultural backgrounds can make language learning more relatable, improving learners' connection to the material.

**4. Support for Diverse Learning Needs:** Music addresses various learning styles, suggesting that EFL educators can create more inclusive environments that cater to individual differences among students.

**5. Professional Development Focus:** The findings highlight the need for targeted training for teachers, emphasizing innovative pedagogical methods that incorporate music.

**6. Curriculum Development:** Educational policymakers should consider the benefits of music when designing language curricula, potentially leading to enhanced educational outcomes and standards.

**7. Research Opportunities:** There is a clear need for further research on the role of music in language education, particularly in different cultural and educational contexts, which can inform best practices and pedagogical strategies.



By implementing these recommendations, educators can create more effective, engaging, and inclusive language learning environments that leverage the power of music to facilitate vocabulary acquisition among young learners.

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## Appendixes

### Closed-ended Questionnaire

Dear Teachers,

The objective of this questionnaire is to investigate your perspectives on incorporating English music into vocabulary teaching for young learners. I kindly request that you answer sincerely, as your responses will determine the success of this investigation.

Thank you for your cooperation.

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I think it is necessary to use music to teach vocabulary to young learners.					
2	I think the learners prefer music being incorporated as a part of the lesson.					
3	I think music provide young learners with opportunities to practice vocabulary.					
4	I think music allow learners to practice vocabulary regularly.					
5	I think music create a meaningful context for young learners to gain vocabulary.					
6	I think the music can enhance learners' memories and improve their vocabulary.					
7	I think using music in teaching vocabulary motivates learners to use English effectively.					
8	I think using music can decrease students' anxiety about English vocabulary.					
9	I think the students can use new words and phrases outside classroom when listening to English music.					
10	I think the music provide a large amount of repetition which results in automatic use of					



### Title: Exploring the Impact of English songs...

Sara M.Maiteg



	the target language					
11	I think the students can learn the meaning of English words with the aid of English music.					
12	I think the English music helps the students learn vocabulary faster than the other learning methods.					
13	I think incorporating music into vocabulary lessons can make learning more fun and engaging for young learners.					
14	I think music can help students develop listening skills while learning vocabulary.					
15	I think using music can help students retain and recall vocabulary more easily in the future.					