

SONGS IN THE YOUNG LEARNER CLASSROOM: A CRITICAL REVIEW OF EVIDENCE

AUTHORS

Glenn M. Davis

JOURNAL

ELT Journal

YEAR

2017

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How effective are songs in teaching young learners?

WHAT EVIDENCE IS SUMMARISED?

A total of **9** studies were reviewed in this article

WHAT DOES IT FIND?

- Songs are effective in improving both receptive and productive vocabulary
- Songs are indeed effective in improving vocabulary acquisition, but less effective than stories
- Young learners would benefit more from songs due to their motivational effects
- Generally, songs can motivate learners, but those whose proficiency is weaker, may be demotivated as they cannot follow the songs
- Songs can be best used as a pedagogical material to improve learners' pronunciation of individual speech sounds, stress and intonation patterns
- Repetitive nature of songs can improve pronunciation unconsciously by providing exposure
- Playing songs in lessons can also give learners the courage to speak more freely without being afraid of making mistakes

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- When the purpose of introducing songs is to develop learners' vocabulary, teachers should take into account the lexical difficulty of songs
- Teachers should not only rely on songs, as they might not be always effective. However, combining songs with other materials can be highly effective for young learners
- Teachers can provide visual aids to help learners with lower English proficiency to comprehend the lyrics better