Engaging Young Learners in English Language Learning: Vocabulary Building and Motivation through Songs

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Abstract

This study examines the effectiveness of using songs to improve English vocabulary mastery and learning motivation among early childhood learners. Songs are effective in early childhood education because they directly meet the two core requirements for learning strategies: they are cognitively meaningful and affectively engaging. The research employed a quasi-experimental design with two groups: an experimental group taught using songs and a control group taught with conventional methods. The study used a purposive sample of 20 students from TK Chatya Manis, selected for its relevance to the research on early childhood learning. The children within this class were randomly assigned to groups. The instruments consisted of a vocabulary test and a motivation observation sheet, both validated by early childhood education experts. Data were analyzed using the Shapiro–Wilk test and an independent samples t-test. The results revealed that the data met the assumptions of normality and homogeneity ($p > 0.05$). The independent samples t-test indicated a significant difference in both vocabulary mastery and learning motivation between the experimental and control groups ($p < 0.001$). The experimental group achieved higher vocabulary scores ($M = 13.20$, $SD = 1.55$) than the control group ($M = 8.90$, $SD = 2.18$), with Cohen's $d = 2.27$ showing a very large effect. Similarly, learning motivation was higher in the experimental group ($M = 35.60$, $SD = 2.84$) compared to the control group ($M = 26.80$, $SD = 3.82$), with Cohen's $d = 2.62$. These findings confirm that songs are highly effective in enhancing cognitive and affective aspects of learning.

Keywords: *early childhood education, learning motivation, songs, quasi-experimental, vocabulary mastery*

Introduction

English is an essential skill that should be introduced from an early age, as early childhood represents a golden period of rapid cognitive, linguistic, socio-emotional, and physical development (Alifia & Gumiandari, 2021; Lubis et al., 2025; Mayasari, 2024; Salsabila, 2021; Sartika et al., 2021). During this stage, language learning is most effective when it occurs naturally, enjoyably, and contextually through play-based approaches. One medium that aligns well with the characteristics of early learners is songs, as they contain rhythm, rhyme, and repetition, which together foster a more meaningful and memorable learning experience.

However, evidence from the field shows that English vocabulary instruction in many Early Childhood Education (PAUD) institutions remains dominated by conventional methods such as memorization and drilling (Ha et al., 2025; Kusumaningtyas & Aprianto, 2025). These teacher-centered practices often lead to boredom, lower motivation, and a misalignment with the principles of early childhood pedagogy (Borgonovi et al., 2023; Markina & Mollá, 2022; Veraksa et al., 2023). Consequently, children's vocabulary mastery and learning motivation remain suboptimal. Several studies have demonstrated the potential of songs in enhancing language learning outcomes. For example, children's songs have been shown to effectively improve elementary students' vocabulary (Hamilton et al., 2024; Yang et al., 2021). Similarly, song-based methods have proven superior to lecture approaches in boosting vocabulary learning in PAUD and fostering a more positive, anxiety-free classroom atmosphere (Fatimah et al., 2024; Zhang et al., 2023). Nevertheless, most of these studies remain descriptive, focus on primary school learners, or examine only cognitive outcomes without integrating affective dimensions such as motivation.

Previous research on songs in children's English learning has largely emphasized cognitive aspects, particularly vocabulary gains (Alharthi, 2024; Iswari, 2024; Tanjung et al., 2024), while affective factors such as learning motivation have rarely been examined in depth, especially through quantitative or experimental approaches (Chen et al., 2024; Minhat et al., 2022). This reveals a significant research gap, as motivation plays a crucial role in sustaining engagement and success in early learning contexts.

Moreover, empirical studies on the use of songs within the context of Early Childhood Education (PAUD) remain limited. Most existing evidence originates from elementary-level research, leaving the specific impact of musical interventions on early childhood language acquisition and motivation underexplored (Hidayah et al., 2022; Purnamawati & Walojo, 2020; Sadiqzade, 2024). This scarcity underscores the need for further investigation into how songs can support holistic language learning in young children.

From a methodological perspective, many earlier studies employed descriptive designs or lacked control groups, which limits their ability to establish causal relationships between song-based learning and observed outcomes (Chen et al., 2024; Minhat et al.,

2022). Hence, more rigorous experimental studies are needed to generate robust evidence on the effectiveness of songs as a learning medium.

The novelty of the present study lies in its comprehensive focus that examines either the cognitive (vocabulary mastery) or affective (learning motivation) impacts of song-based instruction in early childhood settings. This emphasis provides a significant contribution to the field, as most previous research focused narrowly on cognitive gains while overlooking motivational outcomes. Furthermore, by employing a control-group experimental design, this study strengthens the validity of its findings and allows for a clearer comparison between song-based and conventional methods.

Another distinctive feature of this research is its local context, namely Early Childhood Education (PAUD) in Indonesia. By situating the study in this setting, it provides new empirical evidence that is both locally relevant and globally significant, enriching the international discourse on early English language learning. The findings are expected to yield practical insights for PAUD teachers who seek to enhance and improve classroom engagement through music, as well as theoretical contributions to the development of more holistic and effective language learning models.

Specifically, this study pursues two main objectives. First, it aims to analyze differences in English vocabulary mastery between children taught through song-based methods and those taught using conventional techniques. Second, it seeks to examine differences in learning motivation between these two groups. By addressing both domains, this study aspires to offer a more integrated understanding of how songs can simultaneously enhance linguistic and motivational outcomes in early childhood English learning.

Literature Review

English Vocabulary Learning in Early Childhood

Songs strengthen vocabulary retention through repetition, rhyme, and rhythm, which facilitate long-term memory and phonological recognition. Repetition exposes learners to words in enjoyable, meaningful contexts, while rhythmic patterns help chunk auditory information and enhance recall. Experimental studies confirm that preschoolers learn and remember words better when taught through songs or rhythmic speech (Janurik et al., 2022). However, research by Neithanantan and Hua (2023) and Lee and Ho (2025) shows that the song benefit may be context-dependent; vocabulary learned through melody is sometimes harder to recall in regular speech. Moreover, Janurik et al. (2022) found that rhythm advantages were stronger among children with higher phonological awareness, suggesting that those with lower initial skills may benefit less.

Songs also offer multisensory learning experiences that combine listening, movement, and visual cues, thereby enriching memory encoding through multiple sensory channels (Meisuri et al., 2025). Systematic reviews confirm the positive impact of rhythm and repetition, particularly in preschoolers and children with language delays. Yet, as Vallejo and Pérez Ortega (2024) and Lee and Liu (2025) highlight, multisensory benefits depend on the congruence and timing of sensory inputs; distracting or poorly synchronized visuals can split attention and reduce learning effectiveness in which is a limitation often overlooked in classroom studies.

From the affective and social perspective, singing supports children's needs for competence, autonomy, and relatedness, consistent with Self-Determination Theory. It promotes confidence, reduces anxiety, and encourages active engagement (Batt-Rawden & Andersen, 2020; Blasco-Magraner et al., 2021). Nonetheless, Davies et al. (2023) caution that group singing can increase anxiety among shy or self-conscious children, a factor often hidden by group-average analyses.

Empirically, quasi-experimental and classroom studies consistently report that rhymes and songs enhance vocabulary, pronunciation, engagement, and self-confidence (Bimo & Dartani, 2021; Ginting et al., 2025; Hulawa, 2022). To maximize these benefits, songs should be selected and integrated systematically with planned repetition and appropriate visuals or movements. However, as noted by Ludke (2018), most studies examine only short-term effects, leaving long-term vocabulary retention and functional language use largely unexplored.

Songs as a Language Learning Medium

Songs are an effective medium and gateway for children's language learning. Their rhythm, repetition, and rhyme support vocabulary retention, while singing activities engage kinesthetic, affective, and social domains that boost learning motivation (Chen et al., 2024; Kusuma & Dwipriyoko, 2021; Xiong, 2025). However, the benefits are not universal. Sternberg (2021) warns that relying too much on musical intelligence may disadvantage learners with weaker musical aptitude and with amusia who struggle with pitch processing, and respond to song-based instruction, which may cause stress instead of benefit.

Empirical studies show that songs significantly improve vocabulary acquisition (Putri & Rustipa, 2023) and are more effective than lecture-based methods in early childhood learning (Busse et al., 2021; Utaminingsih et al., 2024). English kids' songs, for example, raised children's vocabulary mastery from "fairly good" to "very good" levels (Rochma & Zuhriyah, 2025). Yet, these studies typically measure only short-term gains. As Ludke (2018) notes, there is a lack of longitudinal research to determine whether vocabulary learned through songs endures and is used functionally over time.

Combining songs with movement also improves vocabulary and classroom participation (Magnussen & Sukying, 2023). This multisensory approach enhances learning when auditory, visual, and physical elements align effectively. However, Vallejo and Pérez Ortega (2024) caution that poor synchronization or overly complex visuals can split attention and reduce learning benefits in which is a limitation often overlooked in classroom applications.

Overall, songs serve not only as entertainment but also as a pedagogical strategy that integrates cognitive, affective, and social aspects. Gardner's theory of multiple intelligences supports this view, positioning musical intelligence as a powerful pathway for vocabulary growth and learner motivation. Nonetheless, social factors remain a concern. Hallam (2010) observes that group singing, while fostering community, may provoke anxiety in shy or self-conscious children. This suggests that positive outcomes reported in group studies may mask individual discomfort, representing a gap in current research and practice.

Songs and Learning Motivation

Songs not only enhance vocabulary mastery but also boost early childhood learning motivation. According to Self-Determination Theory, intrinsic motivation grows when competence, autonomy, and relatedness are met (Bandhu et al., 2024; Schweder et al., 2025). Singing naturally fulfills these needs: children feel competent when following lyrics and rhythms, autonomous through self-expression, and connected when singing together. However, Hallam (2010) cautions that for shy or self-conscious children, the performative aspect may cause anxiety, undermining their sense of competence and belonging. Thus, while songs foster motivation for most learners, they may increase affective barriers for a few.

Empirical studies confirm that songs create a positive classroom atmosphere, reduce anxiety, and enhance participation (Blasco-Magraner et al., 2021; Robb et al., 2025). Other findings show that children's songs increase enthusiasm and self-confidence (Arief & Isnan, 2020) and that song-and-movement methods improve both vocabulary and motivation (Kamila et al., 2024; Palupi et al., 2019). However, as Ludke (2018) notes, most research captures only short-term effects. Whether increased motivation persists over time remains unclear due to the lack of longitudinal studies.

Overall, songs support both cognitive and affective development and enhance vocabulary while fostering motivation, confidence, and emotional engagement. This dual role makes songs a powerful medium in early childhood education. Yet, implementation challenges remain. Teachers' confidence and musical competence strongly influence success. As Sepp et al. (2023) and Zhukov and Barrett (2025) observe, teachers lacking musical training may struggle to design activities that meet psychological needs, limiting the affective benefits of song-based learning. This reveals a gap between theoretical potential and consistent classroom practice.

Conceptual Framework

Song-based learning is considered more effective than conventional methods for teaching English vocabulary to young children. The rhythm and repetition in songs strengthen memory, while their enjoyable nature increases learning motivation. Based on these assumptions, this study aims to examine the differences in vocabulary mastery and learning motivation between children taught through songs and those taught using traditional methods.

However, the effectiveness of song-based learning may not be uniform across all contexts. Neithanantan and Hua (2023) found that words learned through songs can be harder to recall in spoken situations, suggesting limits to their functional use. Likewise, Hallam (2010) noted that group singing may provoke anxiety in shy children, reducing rather than enhancing motivation. Moreover, Ludke (2018) emphasized that most existing studies only capture short-term effects, leaving long-term outcomes uncertain. Finally, Janurik et al. (2022) revealed that children's initial phonological awareness influences how much they benefit from rhythmic training, implying that individual differences can shape the impact of song-based learning.

Overall, while songs offer strong potential to support vocabulary and motivation in early language learning, their success depends on contextual, emotional, and individual learner factors that must be carefully considered in classroom practice.

Methodology

This research uses a quasi-experimental design that allows for the comparison of learning outcomes between an experimental group (which received the treatment of song-based learning) and a control group (which did not) at a single point in time following the intervention.

The choice of quasi-experimental design was based on practical and ethical considerations in the field. In the PAUD context, full randomization is difficult to implement due to the limited number of students, already formed class structures, and research ethical considerations. For feasibility, a purposive sample of 20 children was selected from the accessible population of Group B at TK Chatya Manis. These children were then divided into experimental and control groups (n=10 each). It is acknowledged that this sampling method limits the representativeness and generalizability of the findings beyond this specific context. Although there was no randomization, this step still provides an opportunity to assess the effect of the intervention in a more controlled manner compared to descriptive designs.

To maintain internal validity, several procedures were undertaken. First, to ensure the instruments accurately measured the target constructs, the vocabulary tests and motivation observation sheets were subjected to content validation by experts in early childhood education (PAUD). Second, the implementation of song-based learning was standardized through meeting designs, lists of vocabulary taught, and supporting media. Third, the motivation observation process was conducted by trained observers with clear observation guidelines, and it was recommended to use more than one observer to increase inter-rater reliability.

In data analysis, statistical assumptions were examined through normality tests (Shapiro-Wilk) and homogeneity tests (Levene's Test). After being fulfilled, differences in means between the two groups were analyzed using an independent samples t-test. Besides significance (p-value), this research also calculated effect size (Cohen's d) to assess the practical strength of the difference. Calculation results showed $d > 2$, indicating a very large treatment effect even though the sample size was relatively small.

Overall, this quasi-experimental design provides an adequate framework to assess the effectiveness of song-based learning in improving vocabulary mastery and early childhood learning motivation. However, researchers are aware of limitations, especially the small sample size and lack of full randomization, so research results need to be interpreted carefully. It is recommended that the results be retested on a larger sample with pretest-posttest designs in subsequent research.

Type of Design

This research uses a quasi-experimental design with a cross-sectional approach. This design was chosen because it provides the opportunity to compare learning outcomes between two groups (experimental and control) at one point in time after treatment, even without full randomization. The experimental group received treatment in the form of

song-based learning, while the control group continued to use conventional methods commonly applied in PAUD.

Population and Sample

The research population was all children in group B at TK Chatya Manis for the 2025/2026 academic year, totaling 40 people. The sampling strategy prioritized feasibility and a specific form of representativeness. A purposive sample of 20 children was selected based on the following criteria to create a homogeneous and manageable group: (1) age (5-6 years) to represent the target developmental stage, (2) equivalent verbal ability to control for a key confounding variable, and (3) stable attendance to ensure practical data collection and the complete implementation of the treatment. The sample was then divided into two groups, namely the experimental group (n = 10) and the control group (n = 10). The choice of quasi-experimental design with purposive sampling was made because full randomization is difficult to apply in the context of early childhood education, both for ethical and practical reasons.

Research Procedure

The stages of research included: (1) preparation of instruments and content validation by PAUD experts, (2) implementation of intervention in the experimental group using songs that had been selected according to vocabulary themes, (3) conventional learning in the control group, and (4) measurement of results through vocabulary tests and motivation observation sheets after treatment. Standardization was carried out on vocabulary lists, supporting media, and activity designs so that treatment implementation was consistent.

Validity and Reliability

To maintain internal validity, the research instruments were assessed for content validity by a panel of three experts in early childhood education. The Item-Level Content Validity Index (I-CVI) was calculated, with all items scoring above the 0.78 threshold, indicating strong validity. To ensure reliability, multiple observers used clear observation guidelines. Inter-rater reliability was quantitatively confirmed using Cohen's kappa, which showed a strong level of agreement ($\kappa = .85$).

Data Analysis

Before conducting the difference test, data were first tested for normality using the Shapiro-Wilk test and tested for variance homogeneity with Levene's Test. After both assumptions were fulfilled, analysis of differences in mean vocabulary and learning motivation between the experimental and control groups was conducted using an independent samples t-test. To strengthen interpretation, this research also calculated effect size (Cohen's d) to indicate the practical strength of outcome differences between groups. Calculation results showed a d value greater than 2, indicating a very large treatment effect, even though the research was conducted on a small sample.

Design Limitations

Researchers are aware of the limitations of this design, especially the small sample size and lack of full randomization, which potentially introduces selection bias. Therefore, research results need to be interpreted carefully. For subsequent research, the use of pretest-posttest designs with larger samples is recommended so that results are stronger and can be generalized more widely.

Finding and Discussion

Results show that songs are effective in improving vocabulary and motivation. This finding aligns with Gardner's theory (1993) that musical intelligence supports learning (Xiong, 2025), as well as Self-Determination Theory, which explains the role of enjoyable environments in increasing intrinsic motivation (Sanguinetti, 2024). The large effect (Cohen's d > 2) shows the strength of the treatment, even though on a small sample. However, the research limitation is the small number of samples and limitations in generalization.

Statistical Analysis Results

Before conducting the independent samples t-test, assumption testing was performed to ensure the accuracy and validity of the statistical analysis. The Shapiro-Wilk test was used to examine whether the data for vocabulary mastery and learning motivation were normally distributed. The results on Table 1 showed significance values greater than 0.05 ($p > .05$), indicating that the distribution of scores did not deviate significantly from normality. This means that the data for both groups were suitable for parametric testing.

Table 1. Normality Test Results (Shapiro-Wilk)

Variable	Group	Shapiro-Wilk Statistic	Sig. (p)	Remark
Vocabulary	Experimental	0.950	0.652	Normal
Vocabulary	Control	0.923	0.412	Normal
Learning Motivation	Experimental	0.972	0.901	Normal
Learning Motivation	Control	0.947	0.602	Normal

Note: Data is normally distributed if $p > 0.05$.

Levene's test on Table 2 for equality of variances was conducted to verify whether the variances between the experimental and control groups were homogeneous. The results also showed significance values above 0.05 ($p > .05$), confirming that the assumption of homogeneity of variance was met.

Because both assumptions were satisfied, the data met the requirements for conducting an independent samples t-test. This ensures that the subsequent comparison of means between the two groups (song-based and conventional learning) can be interpreted reliably and without statistical bias.

Table 2. Homogeneity Test Results (Levene's Test)

Variable	F Levene	Sig. (p)	Remark
Vocabulary	1.729	0.202	Homogeneous
Learning Motivation	0.145	0.707	Homogeneous

Table 3 displays the results of Levene's Test used to determine whether the data variance from the experimental group and control group was the same (homogeneous). Based on the analysis results, the data variance for both the vocabulary ($F=1.729$, $p=0.202$) and learning motivation ($F=0.145$, $p=0.707$) variables was found to be homogeneous, as all

p-values exceeded 0.05. This satisfies the variance homogeneity assumption required for the independent samples t-test.

With homogeneity of variance confirmed, an independent samples t-test was appropriately used, ensuring that the significant difference between groups was attributable to the treatment effect.

Table 3. Summary of t-test (Independent Samples t-test)

Variable	Group	N	Mean	SD	t	Sig. (p)	Cohen's d
Vocabulary	Experimental	10	13.20	1.55	5.142	<0.001	2.27
	Control	10	8.90	2.18			
Learning Motivation	Experimental	10	35.60	2.84	6.059	<0.001	2.62
	Control	10	26.80	3.82			

Table 4. t-test Results for Vocabulary Mastery and Learning Motivation

Variable	Group	N	Mean	SD	t	p	Cohen's d
Vocabulary	Experimental	10	13.20	1.55	5.142	<0.001	2.27
	Control	10	8.90	2.18			
Motivation	Experimental	10	35.60	2.84	6.059	<0.001	2.62
	Control	10	26.80	3.82			

Table 4 revealed a statistically significant difference between the experimental (song-based learning) and control (conventional methods) groups. For vocabulary mastery, the experimental group (M=13.20, SD=1.55) scored significantly higher than the control group (M=8.90, SD=2.18), t (18) =5.142, p<0.001, with a very large effect size (*d*=2.27). Similarly, for learning motivation, the experimental group (M=35.60, SD=2.84) demonstrated significantly higher motivation than the control group (M=26.80, SD=3.82), t (18) =6.059, p<0.001, also with a very large effect size (*d*=2.62).

The statistical results indicate that the data met the assumptions of normality and homogeneity, validating the use of parametric analysis. The Shapiro-Wilk and Levene's tests showed significance values above 0.05, confirming normally distributed and homogeneous data. Based on these valid assumptions on Table 4, song-based learning had a significant and strong effect on both vocabulary mastery and learning motivation in early childhood. These findings support the hypothesis that songs are a more effective learning medium than conventional methods.

The analysis of the mean difference analysis presented in Table 4 and Table 1 revealed statistically significant differences favoring the song-based learning group over the conventional methods group. For vocabulary, the experimental group (M=13.20, SD=1.55) outperformed the control group (M=8.90, SD=2.18), t (18) =5.142, p<.001, with a very large effect size (*d*=2.27). Similarly, for learning motivation, the experimental group (M =35.60, SD =2.84) scored higher than the control group (M =26.80, SD =3.82), t (18) =6.059, p<.001, also with a very large effect size (*d*=2.62).

These findings confirm that songs can simultaneously improve both cognitive and affective aspects of language learning. Theoretically, this can be explained by Gardner's Multiple Intelligences theory, which posits musical intelligence as an effective learning

pathway, and by Dual Coding Theory, where melody and movement create multiple memory traces (Homone, 2021; Zakaria et al., 2023). The pedagogical success is further supported by the principles of Total Physical Response, where multisensory engagement through song and movement strengthens long-term memory (Kuntadirga, 2023; Binti et al., 2024).

This research supports existing evidence that songs are an effective tool for vocabulary learning in young children. According to Pothou et al. (2024), the enjoyable nature of songs makes them particularly suitable for introducing English vocabulary. Previous studies by Bimo and Dartani (2021) and Hidayat et al. (2024) have demonstrated their effectiveness in both elementary and early childhood education settings, showing better results than lecture-based methods. By confirming these findings in the Indonesian context, this study strengthens the empirical foundation for using songs as a valuable educational medium in early childhood classrooms.

This research demonstrates that song-based learning significantly increases children's motivation in addition to improving vocabulary. This is because songs uniquely address essential psychological needs such as competence, autonomy, and relatedness (Nuriyanti, 2024) by creating a fun and empowering learning environment. Furthermore, this motivational effect can be explained through the lens of Krashen's. In short, songs effectively lower the "affective filter," reducing negative emotions and, as Sanguinetti (2024) confirms, making students more receptive to absorbing new language.

These findings align with a growing body of evidence confirming that music fosters a learning environment conducive to intrinsic motivation (Chen et al., 2024; Li et al., 2022). This effect effectively reduces student anxiety and increases participation in language lessons. Extending this idea further, studies have found that songs make students more enthusiastic and relaxed, thereby making them more receptive to foreign language material (Sadiqzade, 2024). Collectively, this research substantiates the view that songs serve not just as entertainment but as a vital motivational tool in the learning process.

The relevance of these findings is heightened when considered alongside core principles of early childhood education, which posit that children learn foreign languages most effectively within enjoyable and interactive atmospheres. Songs naturally create these ideal conditions by integrating play, fostering a sense of togetherness, and generating positive emotional experiences (Minhat et al., 2022). Consequently, it becomes clear that songs play a dual role: they function both as a pedagogical strategy for strengthening vocabulary and as an affective medium for cultivating a genuine motivation to learn.

The strong results of this study give teachers clear, practical steps. The main finding is that songs should be used as a key teaching method, not just for fun. This means actively using songs to teach vocabulary, help switch between activities, and build a connected classroom where every child feels successful. By using songs with clear learning goals, teachers can effectively support children's language growth and their love of learning at the same time.

For those designing curricula and leading schools, the implications are structural. Curriculum designers are urged to formally embed song-based learning into scope and sequence documents, supported by annotated song banks and multisensory activities that make implementation seamless for teachers. Furthermore, school leaders must champion this approach by protecting time for play-based learning in the schedule and allocating resources for quality musical materials. To fully unlock the potential of this tool, sustained professional development is essential, equipping educators with both the theory and the practical skills to lead songs effectively.

Finally, this research opens several promising avenues for future inquiry. To build an even more robust evidence base, subsequent studies should employ longitudinal and large-scale designs to track long-term effects. Researchers are also called to deconstruct the mechanics of song-based learning, comparing the impact of different musical elements and exploring their efficacy for developing oral skills like speaking and listening, thereby painting a complete picture of its power in early childhood language education.

Conclusion

This research proves that the use of songs as a learning medium has a significant effect on vocabulary mastery and early childhood learning motivation. The experimental group demonstrated significantly higher outcomes than the control group in both vocabulary and motivation, with very large effect sizes of Cohen's $d = 2.27$ and $d = 2.62$, respectively. This confirms that songs are not only able to improve children's cognitive abilities in mastering vocabulary but also strengthen affective aspects in the form of motivation, self-confidence, and learning activity.

These findings are in line with various recent studies showing that songs, whether in the form of nursery rhymes, kids' songs, or movement and song methods, are proven effective in improving vocabulary mastery, learning engagement, and children's motivation. Thus, songs can be viewed as a holistic learning medium, capable of integrating language, emotional, and social aspects of children in the learning process.

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