

FOREIGN LANGUAGES AND VIETNAMESE

THE IMPACT OF ENGLISH SONGS ON 5TH GRADERS' VOCABULARY ACQUISITION**DANG THI HUONG THAO* - TRAN THI MY****

ABSTRACT: Vocabulary plays a crucial role in the learning of primary students; however, many young learners face difficulties in acquiring it. This paper investigates the impact of English songs on 5th graders' vocabulary acquisition. An action research was conducted with 20 students from Class 5A1 at Ngoc Thuy Primary School in Hanoi during the 2025 Summer English Club Program. Kurt Lewin's (1946) action research cycle, comprising four stages—planning, acting, observing, and reflecting—was applied over a period of five weeks. Both quantitative and qualitative methods were employed, utilizing three data collection instruments: pre-tests and post-tests, observation, and questionnaires. The results indicate that (1) English songs helped students improve their vocabulary, and (2) students showed positive attitudes toward using songs to learn vocabulary. In summary, English songs are a valuable tool for enhancing vocabulary acquisition, with implications for primary English teaching practice.

KEY WORDS: Vocabulary acquisition; action research; English songs; positive attitudes; useful tool.

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1. Introduction

Vocabulary learning is essential in the language acquisition process, particularly for young students who are just beginning to study English. Learning vocabulary not only helps students understand spoken and written language, but it also enables them to express their thoughts more clearly and convincingly. However, learning new words can be challenging for young learners because traditional teaching methods often rely too heavily on memorization and rarely provide sufficient context. This makes it difficult for students to remember new words for long periods.

Using English songs provides a useful approach to help learners absorb new vocabulary. Studies by Murphey (1992), Medina (1993), and Millington (2011) demonstrate that songs provide learners with extensive exposure to the language. Schmitt (2019) points out that using songs in combination with classroom activities also makes it easier for students to actively use vocabulary in speaking and writing. With the support of rhythm, melody, and repetition in songs, learners can listen to and pick up new vocabulary in meaningful contexts. This helps students understand word meanings and supports them in remembering new words more effectively. In addition, repeated lyrics enable students to remember and apply vocabulary more easily in speaking, as well as strengthen long-term retention. Mayer's Cognitive Theory of Multimedia Learning (2001) also suggests that learning is more effective when words and sounds are combined, which aligns closely with the use of songs in the classroom. Furthermore, Nghiem (2024) provided evidence that the use of songs considerably improved the vocabulary of Grade 4 students in Hanoi. Collectively, these ideas strongly suggest that songs are a promising tool for vocabulary learning.

Although there are proven benefits to using songs to learn a language, this method is not employed in Vietnamese primary schools. People often use songs as extra activities instead of structured tools for learning a language. This gap underscores the significance of evaluating the effectiveness of English songs in helping young learners acquire new vocabulary and foster a positive attitude towards learning new words.

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2. Literature review

2.1. Definition of Vocabulary

Vocabulary is generally understood as the total number of words that people use or understand in a language. According to the Oxford Dictionary (2007), vocabulary refers to the complete set of words that comprise a language. Similarly, the Longman Dictionary (1995) describes vocabulary as all the words that someone knows, learns, or uses. Vocabulary plays a crucial role in enabling learners to express their ideas clearly and effectively in various situations.

In addition, Nation (2013) developed a comprehensive framework of vocabulary knowledge, comprising nine aspects, grouped into three categories: Form, Meaning, and Use. Each aspect encompasses both receptive knowledge, which involves understanding words in reading or listening, and productive knowledge, which involves using words in speaking or writing. Successful communication in a second language can only be achieved through proficiency in both the receptive and productive types.

To conclude, vocabulary is the cornerstone of effective communication, especially when studied in meaningful contexts such as songs, stories, or classroom activities.

2.2. The role of English Songs in Vocabulary Learning

English songs can be regarded as a valuable resource in helping young learners expand their vocabulary. Songs are not only fun and easy to enjoy, but they also provide learners with opportunities to listen to real English in a natural and engaging way. Numerous studies have demonstrated that songs facilitate the learning of new words by enhancing memory, increasing interest, and developing listening skills.

One clear benefit of using songs is that they help students remember new words for a longer time. The combination of rhythm and melody makes the words easier to learn, and the repeated lines in songs allow children to hear the same words multiple times without becoming bored. Medina (1993) explains that music supports long-term memory, and students who learn through songs usually remember vocabulary better than those who only read from books.

Besides helping with memory, songs can also make students more interested and excited about learning. Fun activities help children join in more easily, and music helps create a happy and comfortable classroom where students feel safe participating. As Murphey (1992) points out, songs make learning more enjoyable and help reduce stress, which is very important for young learners.

Another strong point of using songs is that they help students improve their listening and speaking. When children hear English songs, they learn how words sound, where to put the stress, and how words are connected in real speech. According to Li and Brand (2009), listening to songs helps students feel the rhythm of English and understand more when they listen.

Ultimately, songs help students learn vocabulary in a meaningful and effective way. Instead of seeing words in isolation, students encounter new vocabulary in full sentences, which helps them understand and use the words more effectively. Alisaari and Heikkola (2017) argue that songs provide students with rich and useful language input, which is more beneficial than learning words one by one from a list.

2.3. Relationship between English Songs and Vocabulary Acquisition

Previous research has proved that there is a positive relationship between listening to English songs and vocabulary development. Songs allow students to hear and remember new words in a way that is both enjoyable and natural. Many researchers agree that music can support vocabulary development, especially for young learners who benefit from engaging and meaningful input.

One important advantage of songs is that they create a natural and rich learning environment. Unlike grammar drills or vocabulary lists, songs present real examples of how words are used in everyday situations. When students listen to songs, they can hear how vocabulary is placed in full sentences, which helps them understand the meaning more easily. As Medina (1993) pointed out,

vocabulary learned through songs becomes easier to understand because the words are supported by rhythm, melody, and context.

Another reason why songs are effective is that they support long-term memory. Music helps the brain retain information longer, and the repeated lines in songs provide learners with more opportunities to remember the words. Li and Brand (2009) explain that rhythm and melody help improve memory, and when learners feel relaxed, they can focus better and retain more information. In this way, songs make vocabulary learning both easier and more effective. Additionally, English songs help students learn vocabulary through emotional engagement. Songs can make learners feel happy, interested, or excited. These emotions can make the learning process more active and enjoyable. According to Murphey (1992), students who are emotionally connected to what they are listening to are more likely to remember the vocabulary and its meaning. Furthermore, songs often contain high-frequency vocabulary, which includes the most commonly used words in English. When students hear these words repeatedly in various songs, they become more familiar with them and are more likely to use them correctly in speaking and writing (Alisaari & Heikkola, 2017).

Songs also match different learning styles. Some students prefer listening, while others learn better through movement or visuals. Many modern English songs for children include actions, pictures, or videos, which makes them suitable for learners who need different types of input (Pavia, Webb, & Faez, 2019). Because of this, songs can be an inclusive tool that supports the needs of all students in the classroom. Swedish learners demonstrated vocabulary growth when engaging with music outside the classroom, and similar outcomes were also observed among Dutch learners (De Wilde et al., 2019).

3. Methodology

Research setting:

This study was conducted at Ngoc Thuy Primary School in Hanoi during the Summer English Club Program. The school follows the national English curriculum and uses the *i-Learn Smart Start 5* textbook series. All 5th-grade students at the school form the general population of the research. They share similar levels of English competence, as they have been taught basic vocabulary and structures through the same official curriculum.

Research questions:

The aim of the study is to enhance 5th-grade students' vocabulary acquisition by using English songs in a primary school in Hanoi. In order to achieve the aim, two research questions are stated: 1/ To what extent does the use of English songs improve the vocabulary acquisition of 5th-grade students at Ngoc Thuy primary school?; 2/ What are the attitudes of 5th-grade students at Ngoc Thuy Primary School towards using English songs as a method for vocabulary learning?

Participants:

20 students were selected from Class 5A1 to participate in the 2025 Summer English Club Program. The selection was based on voluntary participation and availability during the summer term, following a convenience sampling method. The students were from 10 to 11 years old, representing a typical group of young learners in Vietnamese primary schools.

These learners were at the A1 or A2 level according to the Common European Framework of Reference for Languages (CEFR), with a limited but growing vocabulary knowledge. Developmentally, they were at a stage where music, rhythm, and movement could effectively support memory and motivation. Songs were therefore considered an appropriate instructional tool to enhance their vocabulary acquisition. The classroom was equipped with basic audio facilities, which supported the use of songs, interactive listening, and vocabulary-related activities.

Data instruments:

To collect reliable data, this study used three main instruments: a pre-test and a post-test, classroom observation, and questionnaires. These instruments provided both quantitative and qualitative data to evaluate the impact of English songs on vocabulary learning.

Pre-test and Post-test: To assess the effectiveness of using English songs in vocabulary learning, the researcher designed a pre-test and a post-test. These tests were administered before and after the five-week teaching cycle to measure students' vocabulary improvement. Each test consisted of 40 questions selected from the key vocabulary taught in eight lessons. These vocabulary items were taken directly from the Grade 5 English textbook, covering Lessons 1 through 8 of Unit 1 and Unit 8, and also appeared in the lyrics of the songs used in class. This selection guaranteed that all the vocabulary in the tests was aligned with the curriculum and familiar to the students, while also maintaining a close connection between the song-listening activities and the assessment. To achieve this, the test was designed to cover various types of questions, evaluating both students' recognition of word forms and their comprehension and use of word meanings.

Questionnaires: To gain a clearer picture of students' feelings and attitudes toward song-based instruction, a student attitude questionnaire was administered at the end of the intervention. The main objective of this instrument was to investigate how fifth-graders understood the use of English songs in vocabulary learning and how these songs affected their enjoyment, motivation, and confidence in using new words. The questionnaire was thoroughly adapted from Gardner's Attitude/Motivation Test Battery (AMTB, 2004), a highly regarded and reliable framework to examine language learners' motivation and attitudes.

Classroom Observation: To collect in-depth, qualitative data and record students' attitudes in real-time during the learning process, the study employed an observation diary designed with clear items and criteria for recording notes. This instrument enabled the researcher, who was also the teacher, to record essential classroom events, track behavioral changes, and observe students' emotional and learning responses to the intervention.

Procedure:

This study was conducted in a structured five-week action research cycle with ten sessions.

These sessions included two assessment points (pre-test and post-test) and eight song-based vocabulary instruction lessons. The steps were carefully planned to align with the four stages of action research proposed by Kurt Lewin (1946): planning, acting, observing, and reflecting. Each phase was implemented systematically to ensure valid data collection and to promote the effectiveness of vocabulary acquisition through songs.

Table 1. Action research stages

Week	Units	Day	Activities
1	Introduction & Pre-Test	1	Pre-test - Administered to assess students' initial vocabulary knowledge (no teaching activities)
	Unit 1: School	2	Song: <i>School Subjects Fun</i> – Learn vocabulary about school subjects (e.g., Science, Geography, History, Vietnamese, Ethics); singing with actions, flashcard guessing, lyrics gap-fill, and “What’s missing?” game.
2	Unit 2: Holidays	1	Song: <i>Celebrate Every Day</i> - Introduce holiday vocabulary (e.g., Lunar New Year, Halloween, Christmas); singing with gestures, holiday flashcard matching, chant and lyric gap-fill.
	Unit 3: My Friends and I	2	Song: <i>My Friends and I</i> - Adverbs (e.g., slowly, fast); gap-fill lyrics, pair sentence-building, miming game

3	Unit 4: Travel	1	Song: <i>Travel the World</i> - Teach nature/travel nouns (e.g., mountain, river); slideshow, pointing activity, classroom map game
	Unit 5: Health	2	Song: <i>Healthy and Happy Kids</i> - Introduce health words (e.g., toothache, stomachache); miming, “What’s the matter?” role-play
4	Unit 6: Food and Drinks	1	Song: <i>Sweet Treats Time</i> - Teach food words (e.g., sugar, chocolate chips); use realia, matching activity, vocabulary bingo
	Unit 7: Jobs	2	Song: <i>The Job Jamboree</i> - Teach job words (e.g., scientist, pilot); acting out, guessing game, structured dialogue (“What does a do?”)
5	Unit 8: Weather	1	Song: <i>Weather Wonders</i> - Teach weather/time words (e.g., sunny, tonight, next week); matching clothing, weather charades
	Review & Assessment	2	Post-test - Final test administered to evaluate vocabulary acquisition after the 8 instructional sessions (no teaching activity)

4. Findings and discussion

Pre-test and post-test

Table 2. Descriptive Statistics of Pre-test and Post-test Scores

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	6.98	20	1.73	0.39
Pair 1	Post- Test	8.98	20	0.74	0.17

As shown in Table 2, the paired samples statistics compare the students’ vocabulary performance before and after being taught with English songs. The mean score in the pre-test was 6.98 ($SD = 1.73$), while the mean score in the post-test increased to 8.98 ($SD = 0.74$). This shows an average improvement of 2.0 points after five weeks of learning through songs.

The relatively higher standard deviation in the pre-test (1.73) suggests that students’ initial vocabulary knowledge varied considerably, with some performing much better than others. By contrast, the standard deviation in the post-test was much lower (0.74), indicating that students’ performance became more consistent after the intervention. This suggests that songs not only helped improve overall vocabulary scores but also reduced the gap among learners by supporting weaker students to catch up.

The smaller standard error of the mean in the post-test (0.17 compared to 0.39 in the pre-test) further indicates greater reliability of the results after the teaching intervention. In other words, the post-test scores are more stable and less affected by random variation.

In sum, these results demonstrate that the use of English songs had a clear positive effect on vocabulary acquisition among the 5th graders at Ngoc Thuy Primary School. Students not only improved their scores significantly but also showed more equal progress across the group. This outcome aligns with the findings from the attitudinal survey, in which students reported that songs made learning fun, motivating, and memorable.

Table 3. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test score and Post-Test score	-2.00000	1.58944	.35541	-2.74388	-1.25612	-5.627	19	.000

Table 3 indicates that the mean difference between the pre-test and post-test scores is -2.00, suggesting that the post-test scores were, on average, 2 points lower than the pre-test scores. In addition, the negative value simply reflects the order of subtraction (pre-test minus post-test). The t-value is -5.627 with 19 degrees of freedom. The p-value (Sig. 2-tailed) is .000, which is well below the 0.05 level. This demonstrates that the difference between pre-test and post-test scores is statistically significant.

The 95% confidence interval ranges from -2.74388 to -1.25612, which does not cross zero. This further confirms that the improvement in vocabulary scores is reliable and not due to chance.

These findings suggest that the intervention, which utilized English songs to teach vocabulary, had a significant positive impact on the vocabulary acquisition of young learners. The improvement suggests that songs were effective not only in helping students memorize new words but also in creating a more engaging and motivating learning environment.

Questionnaires:

Table 4. Descriptive statistics of students' attitudes toward vocabulary learning through songs (N=20)

Items	Mean	Std. Deviation
Q1. I feel happy and relaxed when learning English vocabulary through songs. (Em cảm thấy vui vẻ và thư giãn khi học từ vựng tiếng Anh qua bài hát.)	1.35	0.49
Q2. Songs make learning English more fun. (Các bài hát làm cho việc học tiếng Anh vui hơn.)	1.30	0.47
Q3. I can remember new words better when I learn them in songs. (Em nhớ từ mới tốt hơn khi học qua các bài hát.)	1.65	0.75
Q4. Singing English songs helps me understand word meanings. (Hát các bài hát tiếng Anh giúp em hiểu nghĩa của từ dễ)	1.65	0.81

hơn.)		
Q5. Learning English through songs makes me more motivated to study the language. (Học tiếng Anh qua bài hát khiến em có động lực học ngôn ngữ này hơn.)	1.55	0.69
Q6. I want to listen to more English songs to learn vocabulary. (Em muốn nghe thêm nhiều bài hát tiếng Anh để học từ vựng mới.)	1.70	0.80
Q7. I feel more confident to use English words after singing songs. (Em cảm thấy tự tin hơn khi dùng từ vựng tiếng Anh sau khi hát các bài hát.)	1.75	0.72
Q8. I like doing vocabulary games and activities with songs. (Em thích tham gia các trò chơi và hoạt động học từ vựng có liên quan đến bài hát.)	1.45	0.60
Q9. I think learning with songs is better than only reading or memorizing. (Em nghĩ rằng học bằng bài hát tốt hơn so với chỉ đọc hoặc học thuộc lòng.)	1.60	0.94
Q10. I think English songs are a good way to improve my vocabulary. (Em nghĩ rằng các bài hát tiếng Anh là một cách tốt để cải thiện vốn từ vựng của em.)	1.35	0.49
Overall Mean	1.55	—

Table 4 indicates that students generally hold very positive attitudes toward learning English vocabulary through songs. The overall mean score of 1.55 (on a 5-point Likert scale where lower values indicate stronger agreement) suggests that participants strongly agreed with most of the items. This indicates that songs are perceived as an effective and enjoyable tool for vocabulary learning.

In terms of emotional response, students reported high levels of enjoyment and relaxation when learning vocabulary through songs (Q1, $M = 1.35$, $SD = 0.49$). Similarly, they believed that songs make English learning more fun (Q2, $M = 1.30$, $SD = 0.47$). These are the two lowest mean scores, suggesting that the affective benefits of songs were the most strongly acknowledged by the participants. This finding aligns with previous studies (e.g., Murphey, 1992; Medina, 1993), which emphasize the motivational role of music in language learning.

Regarding vocabulary acquisition, participants agreed that they could remember new words more effectively when learned through songs (Q3, $M = 1.65$, $SD = 0.75$) and that singing songs supported their understanding of word meanings (Q4, $M = 1.65$, $SD = 0.81$). Although these mean scores are slightly higher than those related to enjoyment, they still indicate a strong level of agreement. This

suggests that songs not only provide entertainment but also facilitate the retention and comprehension of meaningful vocabulary.

Motivation also emerged as an important factor. Students expressed that learning English through songs increased their motivation to study (Q5, $M = 1.55$, $SD = 0.69$) and that they were willing to listen to more English songs for vocabulary learning (Q6, $M = 1.70$, $SD = 0.80$). These results highlight the potential of songs as a sustainable resource for autonomous learning beyond the traditional classroom setting.

In terms of confidence, participants reported that singing songs helped them feel more confident in using English words (Q7, $M = 1.75$, $SD = 0.72$). Although this was the highest mean score, it still demonstrates a high level of agreement. Confidence-building may require more time and repeated exposure, but the result indicates that songs can positively influence learners' willingness to use English actively.

Additionally, students expressed enjoyment of vocabulary games and activities involving songs (Q8, $M = 1.45$, $SD = 0.60$) and believed that learning with songs is more effective than rote memorization or reading alone (Q9, $M = 1.60$, $SD = 0.94$). The relatively higher standard deviation in Q9 suggests that opinions on this item were more varied, possibly reflecting differences in individual learning preferences.

Finally, participants strongly agreed that English songs are a good way to improve vocabulary (Q10, $M = 1.35$, $SD = 0.49$). This supports the general perception that music offers benefits for both entertainment and educational purposes.

Overall, the findings suggest that English songs offer numerous benefits, including enhancing vocabulary retention and comprehension, creating a positive learning atmosphere, increasing motivation, and fostering learner confidence. Using English songs to improve students' vocabulary learning is very effective.

Classroom observation:

Table 5. Students' behaviours with vocabulary learning through English songs

Observation Item	Yes (n)	Yes (%)	No (n)	No (%)	Notes / Examples
Shows enthusiasm when the song is played	17	85%	3	15%	Students smiled, clapped, or showed excitement.
Sings along or tries to sing the lyrics	16	80%	4	20%	Some hesitant at first but improved later.
Demonstrates interest in learning meanings of new words in the song	15	75%	5	25%	Asked about unfamiliar words in the lyrics.
Asks questions or makes comments about the song or vocabulary	12	60%	8	40%	Needed teacher prompts in early sessions.
Appears more confident when using new words from the song in speaking or writing	14	70%	6	30%	Used target words in speaking tasks.

Collaborates positively with peers during song-related tasks	16	80%	4	20%	Stronger students often helped weaker peers.
Demonstrates enjoyment through facial expressions (e.g., smiling, laughing)	18	90%	2	10%	Laughter common during singing activities.
Stays focused and attentive throughout the song activity	15	75%	5	25%	Some distraction noted in longer sessions.
Volunteers to participate in activities related to the song (e.g., games, fill-in-the-blanks)	13	65%	7	35%	Participation grew in later lessons.
Uses new vocabulary from the song in follow-up tasks or contexts	14	70%	6	30%	Correct application observed in games and writing.

Classroom observation data provide further insight into how students engaged with vocabulary learning through English songs. Overall, the majority of students showed positive attitudes towards three aspects: participation, motivation, and vocabulary use.

A very high proportion of students (85%) showed enthusiasm when songs were played, and 90% demonstrated enjoyment through facial expressions such as smiling or laughing. This confirms that songs created a fun and relaxed classroom atmosphere, consistent with the questionnaire results, where students strongly agreed that songs made learning enjoyable.

Most students actively sang along or attempted to sing the lyrics (80%), though a few were hesitant at the beginning. Over time, their willingness to sing improved, reflecting growing confidence and reduced anxiety. Similarly, 65% volunteered for follow-up activities such as games, and participation tended to increase in later lessons. This suggests that songs served as an effective motivator to encourage more active classroom involvement.

Three-quarters of the students (75%) showed interest in the meanings of new words by asking questions or seeking clarification. Although only 60% asked questions or made comments spontaneously, teacher prompts effectively stimulated more interaction. This suggests that, although students were curious, they still required scaffolding to effectively express their curiosity.

About 70% of the learners appeared more confident in using new words from the songs in speaking or writing tasks. They were able to apply target vocabulary accurately in games and written exercises, showing evidence of transfer from input (songs) to output (language use). This improvement aligns with the post-test results, which showed significant gains in vocabulary knowledge.

Positive peer collaboration was observed in 80% of the class, with stronger students often supporting weaker ones during song-related tasks. This cooperative learning environment not only enhanced group cohesion but also reinforced vocabulary acquisition for all students.

While 75% of students remained attentive during activities, a small group (25%) exhibited signs of distraction during longer sessions. This suggests that song-based activities are engaging; however, lesson design should balance the use of songs with other interactive tasks to maintain attention spans, especially at the primary level.

The observational findings reinforce the quantitative data by showing that English songs generated enthusiasm, encouraged participation, fostered collaboration, and supported vocabulary learning in meaningful contexts. Although not every student was equally active, the majority benefited both affectively and cognitively. The observations confirm that songs are an effective pedagogical tool for creating a positive classroom environment and promoting vocabulary acquisition among young learners.

5. Conclusion

The study results have achieved the two set objectives: to investigate the impact of English songs in enhancing the vocabulary acquisition of 5th-grade students at Ngoc Thuy Primary School and to explore their attitudes toward learning vocabulary through English songs. The findings show that using English songs for vocabulary improvement is a powerful pedagogical tool. Furthermore, English songs support students' vocabulary learning by enabling them to remember new words and use them confidently. In fact, English songs helped weaker students catch up, resulting in balanced learning outcomes for the whole class. The results from questionnaires and classroom observation indicate that students have positive attitudes towards using English songs to enhance vocabulary because they create a friendly learning atmosphere, which makes learning less stressful. Most students are ready to participate in different activities during song-based lessons, which helps them remember and understand new vocabulary more effectively. In general, the classroom atmosphere was full of engagement and fun. Children with a love for learning can create a positive affective environment through English songs, allowing them to naturally acquire vocabulary through enjoyable and memorable experiences.

In conclusion, integrating English songs into vocabulary instruction can be considered an effective strategy for enhancing young learners' vocabulary in both the cognitive and emotional aspects. Future studies should be conducted with larger sample sizes and longer intervention periods to confirm the long-term impact of songs on vocabulary growth and communicative competence.

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Tác động của các bài hát tiếng Anh đối với việc tiếp thu từ vựng của học sinh lớp 5

Tóm tắt: Từ vựng giữ vai trò then chốt trong quá trình học tiếng Anh của học sinh tiểu học, tuy nhiên nhiều em còn gặp khó khăn trong việc lĩnh hội. Nghiên cứu này khảo sát ảnh hưởng của việc sử dụng các bài hát tiếng Anh đối với khả năng tiếp thu từ vựng của học sinh lớp 5. Một nghiên cứu hành động đã được tiến hành với 20 học sinh lớp 5A1 tại Trường Tiểu học Ngọc Thụy, Hà Nội trong Chương trình Câu lạc bộ Tiếng Anh mùa hè năm 2025. Chu trình nghiên cứu hành động của Kurt Lewin (1946) với bốn giai đoạn: lập kế hoạch, hành động, quan sát và phản tư đã được triển khai trong thời gian năm tuần. Nghiên cứu kết hợp cả phương pháp định lượng và định tính với ba công cụ thu thập dữ liệu gồm: bài kiểm tra trước và sau, quan sát lớp học và bảng hỏi. Kết quả chỉ ra rằng (1) các bài hát tiếng Anh góp phần cải thiện vốn từ vựng của học sinh, và (2) học sinh thể hiện thái độ tích cực đối với việc học từ vựng thông qua bài hát. Như vậy, có thể khẳng định rằng việc sử dụng bài hát tiếng Anh là một công cụ hữu hiệu nhằm nâng cao khả năng tiếp thu từ vựng, đồng thời mang lại những hàm ý thiết thực cho công tác giảng dạy tiếng Anh ở bậc tiểu học.

Từ khóa: tiếp thu từ vựng; nghiên cứu hành động; các bài hát tiếng Anh; thái độ tích cực; công cụ hữu ích.