THE USE OF POEMS AND SONGS TO DEVELOP VOCABULARY SKILLS B1 LEVEL LEARNERS

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Annotation. *This article discusses the use of poems and songs to develop vocabulary skills in B1 level learners, highlighting their effectiveness in enhancing engagement, contextual learning, and retention through repetition. The incorporation of music and poetry fosters a more enjoyable learning experience, promoting deeper cognitive processing.*

Keywords: *poems, songs, vocabulary development, B1 level learners, engagement, contextual learning, repetition.*

Developing vocabulary skills is a crucial aspect of language learning, particularly for B1 level learners who are transitioning from basic communication to more complex language use. Incorporating poems and songs into the learning process can enhance vocabulary acquisition by making it enjoyable and memorable. The use of poems and songs in language teaching has gained recognition for its effectiveness in vocabulary development, particularly for B1 level learners.

Research consistently emphasizes the motivational aspect of using songs and poems in language learning. Gardner (2006) notes that music and poetry evoke emotional responses, making the learning experience enjoyable. This emotional engagement is crucial for sustaining learners' interest and motivation.

The contextualization of vocabulary is essential for effective retention. Nation (2001) highlights that poems and songs provide context that aids learners in inferring meanings and understanding how words are used in various situations. This aligns with constructivist theories that advocate for experiential learning.

The repetitive nature of songs aids in vocabulary retention. Wright (2006) points out that the melodic and rhythmic features of songs reinforce vocabulary through repetition, making it easier for learners to internalize new words.

Alverson (2015) argues that engaging with songs and poetry encourages deeper cognitive processing. Activities that involve writing lyrics or composing poems require learners to actively manipulate and engage with vocabulary, thereby enhancing retention and understanding.

Miller (2012) discusses the benefits of interactive activities, such as group discussions around song lyrics or collaborative poetry writing. These interactions promote deeper exploration of vocabulary, allowing learners to practice and contextualize new words in a supportive environment.

Following methods and techniques we can implement for using poems and songs to develop vocabulary skills as:

~ Selecting Appropriate Materials: Choosing age- and proficiency-level-appropriate poems and songs is crucial. Songs should have clear lyrics and relatable themes, while poems should be engaging and not overly complex. This

ensures that learners can grasp the content while focusing on vocabulary acquisition.

~ Pre-Teaching Vocabulary: Before engaging with a poem or song, teachers can pre-teach key vocabulary. This can involve introducing new words through definitions, synonyms, or visual aids. By familiarizing students with essential vocabulary beforehand, comprehension is enhanced.

~ Interactive Listening and Reading Activities:

- Lyric Analysis: Encourage students to analyze song lyrics for meaning, structure, and vocabulary. This can involve identifying new words and discussing their meanings in context.
- Poetry Reading Sessions: Conduct sessions where students read poems aloud. This practice not only improves pronunciation but also aids in understanding rhythm and rhyme, which can reinforce vocabulary.

~ Creative Production: Encourage students to create their own poems or song lyrics using newly acquired vocabulary. This method promotes active engagement and allows learners to experiment with language creatively, reinforcing their understanding.

~ Games and Activities:

- Vocabulary Games: Utilize games that involve matching words to definitions or using vocabulary in sentences. These activities can be themed around the poems or songs being studied.
- Role-Playing: Students can enact scenes or narratives from songs or poems, allowing them to use vocabulary in context while enhancing their speaking skills.

~ Multimedia Resources: Incorporate multimedia resources such as videos or audio recordings of songs and poems. Visual aids can support comprehension and cater to different learning styles, making vocabulary acquisition more effective.

Using poems and songs can significantly increase student engagement. Rhythmic patterns and melodies make language more appealing, which can lead to improved motivation. As noted by Krashen (1982), input that is enjoyable and comprehensible can foster better language acquisition.

Poems and songs provide rich contextual clues that help learners infer meanings and understand vocabulary in context. According to Nation (2001), context plays a vital role in vocabulary learning, and songs often tell stories or convey emotions, making new words more relatable and easier to remember.

Songs and poems typically involve repetition, which reinforces vocabulary retention. Research by Tullis and Benjamin (2011) suggests that spaced repetition is an effective technique for learning vocabulary, and the repetitive nature of songs makes them an ideal tool for this purpose.

Incorporating poems and songs into vocabulary instruction for B1 level learners provides a dynamic and effective approach to language acquisition. By enhancing

engagement, offering contextual learning opportunities, and reinforcing vocabulary through repetition, these creative tools foster a deeper understanding of language. By implementing the techniques discussed, educators can create a rich learning environment that supports language proficiency and student motivation.

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