

MUSIC AND LYRICS: AN ADJUNCT TO VOCABULARY DEVELOPMENT

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Because music has been existing for the longest time, it has risen and persisted throughout the centuries, so it easily became a part of human life; its beginning never had a specific timeframe. But according to Frontiers, as mentioned by Science Daily (2017), simple rhythmic such as the clapping of hands or beating of drums between 39,000 to 43,000 years ago may have been the first music, regardless of whether those were done as a means of communication over large distances of the early people. Moreover, since people have rituals, they started moving rhythmically which may have led to the further development of music. All these paved the way for the music that we now know.

As music evolved, it had more and more distinguishing features which are not only focused on rhythmic sounds, but also on the choice of words that are put together with the sound. A poem can easily be considered as music since they both have characteristics like pattern, rhythm, and controlling pitch; the only difference is the sound accompaniment. Specifically, music has been defined as sound that conveys emotions according to Montagu (2017). Even unborn babies are easily soothed and calmed, children and teens can easily communicate what they feel, and adults can relax because of music—it has indeed proved its importance in people's lives.

In a survey conducted by Gutknecht (2018), 94.4% of students listen to music regardless of the genre. Classical may be preferred by some, Pop for others who just want to chill, while others like banging pens on their desk as they listen to hardcore music. Undeniably, music is a vital part of life even for students. Furthermore, in the study of Li and Brand (2009) about music's effectiveness on language use and vocabulary

acquisition, they pointed out that higher achievement was obtained by Chinese students under the program English as Second Language who were exposed to most music as compared to those who seldom listen to music. Differential English language achievements were because of the use of songs in different degree variations. In the same quasi-experimental study by Yousefi et. al. (2014) on The Effects of Modern Lyrical Music on Second Language Vocabulary Acquisition, the no-music group was outperformed by the music group. This simply means that the second language vocabulary of Iranian students, both short- and long-term retention, has been influenced positively by music.

In the Philippines, there is no similar experimental study that corresponds to the effects and influence of music on language and vocabulary acquisition. However, the study of Rockell and Ocampo (2014) is somehow related; it shows the effects of incorporating music into the teaching practices of Filipino teachers. The result was not as extensive as anticipated; music has positively affected the learning of students in minimal ways.

Whether or not music is advantageous in acquiring vocabulary, one thing is for sure: music begins where words end; it is the literature of the heart.

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