**The Effect of Visually Presented Lyrics on Song Learning**

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When singing a song, all the information such melody, rhythm and lyrics are processed as auditory information. Given the limited capacity of information processing in each aural or visual channel (Baddeley & Hitch, 1974; Chandler & Sweller, 1991; Mayer & Moreno, 2003), processing all the musical and verbal information using only the aural channel might cause cognitive overload in the aural channel. If the learners have no difficulty in reading and understanding the lyrics and singing in tune, it is assumed the visually presented lyrics reduce cognitive load in the aural channel, leading to better recall accuracy of the song in terms of melody, rhythm, and lyrics. Therefore, this study aims to examine the effect of visually presented lyrics in music instruction on song learning. Specifically,

1. Does the recall accuracy of the learned songs differ between groups who learn songs with or without visually presented lyrics?
2. How do phonological working memory, perceived task difficulty, and preferred learning styles interact with the recall accuracy?

In this quasi-experimental posttest only study, three auditioned choir members at Penn State were invited. The study volunteers will be randomly assigned to one of two groups. While learning an unfamiliar song, one group will see the lyrics and another group will not. After one instructional session, each participant will sing the learned songs individually. The recall accuracy of their singing will be measured in terms of melody, rhythm, and lyrics. Additionally, participants will take a phonological working memory test, a perceived task difficulty report, and a learning styles inventory. To see the group difference and the interaction with variables, MANCOVA will be run.

**References**

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**Application of this study**

* As a teacher, we need to think about presentation modes (visual and/ or aural) to facilitate our students’ learning.
* If the results indicate that the group who saw the lyrics while learning a song recalls better, providing lyrics visually in the song instruction would a valid suggestion. If another group who did not see the lyrics performs better, there is no reason to present the lyrics visually.
* Even if it turns out that visually presented lyrics helps a song learning, we should consider that the participants in this study do not have issue in singing in tune and reading or comprehending words. However, in practice, if we teach younger students and non-trained singers, they might have many other issues regarding vocal maturity, text comprehension, and singing in tune, etc. Therefore, we need to consider other possible factors.