



Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER DISSERTATION

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
HEBILEZ Mohamed Haithem

On: Sunday, 18 June 2023

**Investigating the Impact of English Songs on Improving Students'
Vocabulary Learning
The Case of First-Year Students of English at Biskra University**

Board of Examiners

Dr.	Dr. Youcef LAALA	MCA	University of Biskra	Chairperson
Dr.	Messaouda BENDAHMANE	MCB	University of Biskra	Supervisor
Mrs.	Houda Djouamaa	MAA	University of Biskra	Examiner

Academic Year : 2022 - 2023

University of Mohamed Khider-Biskra-
Faculty of Letters and Languages
Department of the English Language and Literature

Supervisor: Bendahmane Messaouda
Candidate: Hebilez Mohamed Haithem
Specialty: Science of the Language

DECLARATION OF INTEGRITY

I, "**Hebilez Mohamed Haithem**", solemnly declare that the dissertation titled "**The Impact of English Songs on Students' Vocabulary Learning The Case of First Year Students of English at Biskra University**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

I dedicate this work to my impatient father and mother, who want me to succeed as soon as possible, to the Hebilez family, and to everyone whom I consider as family.

Without you I may have not reached this level.

May ALLAH bless you all

Acknowledgements

First, I thank Allah, who strengthened me and provided me with courage to accomplish this work.

I am forever thankful for my supervisor **Dr. BENDAHMANE Messaouda** for her guidance, assistance, precious feedback, and patience

Special thanks must go to the jury members: **Dr. Youcef LAALA** and **Mrs. Houda Djouamaa** for their efforts to read and evaluate this work.

My gratitude goes to the participants at the department of English at Mohamed Khider University of Biskra from whom I have collected my data.

My deepest gratitude must go to all my teachers at the department of English at Biskra University.

Abstract

Mastering communicative competence is an important point for success in learning a foreign language. It seems that the majority of learners of English as a foreign language may face some difficulties in learning vocabulary which constitutes a major part of any successful communication. Recognizing the importance of vocabulary for EFL learners, and in attempt to find ways to improve vocabulary load, this work aims to explore the impact of using English songs as supportive teaching tools in enhancing vocabulary learning. The study hypothesises that employing English songs as teaching materials would improve EFL learners' vocabulary learning. To test the validity of the hypothesis, two data collection tools were utilised. An experiment with pre-test, post-test control group design and a post-questionnaire were undertaken with first year EFL learners at Biskra University to examine the impact of English songs on Vocabulary learning and to spot light on their viewpoints and attitudes towards the use of songs in the EFL classroom. The results revealed that English songs have a positive impact on vocabulary learning improvement. Thus, this proposed tool proved significant in enhancing learners' vocabulary proficiency. Moreover, learners were found to hold positive attitudes towards the use of songs as instructional motivational tools in the learning process. The dissertation concludes with some suggestions and recommendations addressed to improve the overall EFL teaching/ learning process.

Key words: English songs, vocabulary

List of Abbreviations and Acronyms

EFL: English as Foreign Language

ESL: English as Second Language

ESP: English for Specific Purposes

L2: Second Language

LMD: License-Master-Doctorate

SLA: Second Language Acquisition

List of Tables

Table 1.1: Aspects of Knowing a Word	9
Table 1.2: What is Involved in Knowing a Word	10
Table 1.3: Semantic Feature Analysis	12
Table 1.4: Principals of Vocabulary Learning	18
Table 2.1: Activities for Exploiting Songs and Texts	38
Table 3.1: Mean Values and Standard Deviations of Pre-treatment and Post-treatment	46
Table 3.2: T-Testing for Pre-treatment and Post-treatment Results	47
Table 3.3: Student's Gender.....	50
Table 3.4: Students' Level	50
Table 3.5: Listening to English Songs.....	51
Table 3.6: Kinds of Songs Students Listen to	52
Table 3.7: Students' Reasons behind Listening to English Songs	53
Table 3.8: Advantages of Learning English Vocabulary with English Songs	54
Table 3.9: Frequency of using English Songs by Students to Learn English	56
Table 3.10: Language Aspects to Be Improved through English Songs	57
Table 3.11: Using English Songs to Learn Vocabulary	58
Table 3.12: Strategies Used by Learners for Learning Vocabulary	59
Table 3.13: Students' Opinions about the Effectiveness of English Songs for Vocabulary Learning	60
Table 3.14: Students' Opinions towards the Opportunities Offered by English Songs	60
Table 3.15: The Most Motivating Way of Learning Vocabulary for the Students	61
Table 3.16: Students' Opinions about Teachers' Use of English Songs to Teach Vocabulary ...	62
Table 3.17: Students' Opinions about the Use of English Songs to Teach Vocabulary	63

List of Figures

Figure 3.1: Students' gender	50
Figure 3.2: Students' Level.....	51
Figure 3.3: Listening to English Songs	52
Figure 3.4: kinds of Songs Students Listen to	53
Figure 3.5: Students' Reasons behind Listening to English Songs.....	54
Figure 3.6: Advantages of Learning English Vocabulary with English Songs	55
Figure 3.7: Frequency of Using English Songs by Students to Learn English.....	56
Figure 3.8: Language Aspects to Be Improved through English Songs.....	57
Figure 3.9: Using English Songs to Learn Vocabulary	58
Figure 3.10: Strategies Used by Learners for Learning Vocabulary.....	59
Figure 3.11: Students' Opinions about the Effectiveness and the Opportunities Offered by English Songs for Vocabulary Learning.....	61
Figure 3.12: The Most Motivating Way of Learning Vocabulary for the Students.....	62
Figure 3.13: Students' Opinions about Teachers' Use of English Songs to Teach Vocabulary .	63
Figure 3.14: Students' Opinions about the Use of English Songs to Teach Vocabulary	64

Table of Contents

Declaration	I
Dedication	II
Acknowledgements	III
Abstract	IV
List of Abbreviations and Acronyms	V
List of Tables	VI
List of Figures	VII

General Introduction

1. Statement of the Problem	1
2. Significance of the Study	2
3. Aims of the Study	2
4. Research Questions	2
5. Research Hypothesis	3
6. Research Methodology	3
6.1 Sample of the Study	3
6.2 Data Collection Tools	3
7. Structure of the Dissertation	4

CHAPTER ONE: VOCABULARY LEARNING

Introduction	5
1.1 Vocabulary Definition	5
1.2 Kinds of Vocabulary	6
1.2.1 Productive Vocabulary or Active Vocabulary	6
1.2.2 Receptive Vocabulary or Passive Vocabulary	6
1.3 The Importance of Vocabulary	7
1.4 Aspects of Knowing a Word	8
1.4.1 Word Meaning	11
1.4.1.1 Form and Meaning	11
1.4.1.2 Concepts and Referents	12
1.4.1.3 Word Associations	12
1.4.2 Word Form	12
1.4.2.1 Spoken Form	13
1.4.2.2 Written Form	13

1.4.2.3 Word Parts.....	13
1.4.3 Word Use.....	14
1.4.3.1 Grammatical Functions.....	14
1.4.3.2 Collocations.....	14
1.5 Types of Vocabulary Learning.....	15
1.5.1 Explicit Vocabulary Learning.....	15
1.5.2 Implicit Vocabulary Learning.....	15
1.5.3 Incidental Vocabulary Learning.....	16
1.5.4 Intentional Vocabulary Learning.....	16
1.6 Vocabulary Teaching.....	17
1.7 Techniques in Teaching Vocabulary.....	20
1.7.1 Using Objects.....	21
1.7.2 Using Illustrations and Pictures.....	21
1.7.3 Drawing.....	21
1.7.4 Enumeration.....	22
1.7.5 Contrast.....	22
1.7.6 Eliciting.....	22
1.7.7 Translation.....	23
1.8 Vocabulary and Memorization.....	23
1.8.1 Short-term Memory.....	23
1.8.2 Working Memory.....	23
1.8.3 Long-term Memory.....	23
Conclusion.....	25

CHAPTER TWO: THE IMPACT OF ENGLISH SONGS ON STUDENTS’ VOCABULARY LEARNING

Introduction.....	26
2.1 Definition of Music and Songs.....	26
2.2 Music in Daily Life.....	27
2.3 Classification of Songs.....	28
2.4 Reasons for Using Songs in the Classroom.....	29
2.5 Benefits of Using Songs in the Classroom.....	30
2.5.1 Motivation.....	30
2.5.2 Positive Atmosphere.....	31
2.5.3 Linguistic Knowledge.....	32
2.5.4 Cultural and Historical Knowledge.....	33
2.5.5 Other Advantages.....	34
2.6 Songs in EFL Classroom.....	35

2.6.1 Three Stages of Songs	35
2.6.2 Song Activities	37
2.6.3 Criteria of Song Selection.....	40
2.7 Disadvantages of Songs	41
Conclusion	43

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction.....	44
3.1 Research Methodology	44
3.1.1 Rational for the Research Approach	44
3.1.2 Research Setting.....	44
3.1.3 Participants and Sample	45
3.1.4 Data Gathering Tools	45
3.2 Data Analysis	45
3.2.1 The Experiment.....	45
3.2.2 Description of the Experiment	46
3.2.3 Analysis and Interpretation of the Results.....	46
3.3.1 The Students' Questionnaire	48
3.3.2 Description of the Questionnaire	48
3.3.3 Analysis and Interpretation of the Results	49
3.3.3.1 Part One: General Information.....	50
3.3.3.2 Part Two: Listening to English Language Songs	51
3.3.3.3 Part Three: English Language Vocabulary Learning	56
3.3.3.4 Part Four: Vocabulary Acquisition	58
3.4 Discussion of the Results	64
Conclusion	67
General Conclusion	68
Suggestions and Recommendations	69
References.....	70

Appendices

Appendix A : The Experiment

Appendix B: Students' Questionnaire

المُلخَص

General Introduction

Students encounter many challenges as they learn a foreign language. Many problems occur on the level of speaking, listening, reading, writing, and vocabulary. The latter, if it is not developed sufficiently, could have a negative effect on both their academic performance and language proficiency. It has been found that a lack of vocabulary is one of the most frequently occurring problems among EFL students.

In general, vocabulary is regarded as one of the fundamentals of learning English. It is the strength that accelerates anyone to move forward. English students should increase their vocabulary by utilizing different tools in order to become more productive and involved in the learning process. Listening to English songs is regarded as one of the most motivating tools which aids students to improve their vocabulary learning process.

Using songs as instructional materials to learn English as a foreign language (EFL) might be beneficial for both teachers and learners. It can increase learners' learning skills, boost their motivation and autonomy, by providing more enjoyable and interesting learning tasks.

1. Statement of the Problem

A student with rich vocabulary base is believed to be a good writer, a good speaker, and a good reader, therefore vocabulary development is an essential component of foreign language learning. The necessity to concentrate on these two realities in the process of learning and teaching a foreign language is significant because learners should be autonomous, and take their responsibility for their own learning. However, we have noticed that the majority of EFL students (first-year students at Mohamed Kheider University of Biskra) pay less attention to developing their vocabulary compared to other language

components or skills. They only rely on the materials provided by teachers in lectures which is another problem that hinders them to develop autonomy, increasing motivation and promoting vocabulary learning. Therefore, the current study investigates the use of English songs as a motivating and entertaining instructional tool for improving EFL learners' vocabulary.

2. Significance of the Study

This study will be, hopefully, of great importance to EFL teachers and students. Generally, it will shed light on the effect of using English language songs as tool to improve learners' vocabulary. Subsequently, this study attempts to facilitate teachers' role in motivating learners to acquire vocabulary as it proposes to include English songs in Oral Expression sessions. Therefore, it suggests the use of songs as a motivating and entertaining tool to help students learn autonomously in an enjoyable way.

3. Aims of the Study

This study aims to:

- Improve EFL students' vocabulary learning through the use of English language songs.
- Help students to increase the level of motivation when learning the English language.

4. Research Questions

The current study seeks to answer the following questions:

1. What effect does listening to English songs have on students' vocabulary learning?

2. How can students learn vocabulary through listening to songs?
3. What are the learners' attitudes towards the use of English language songs in learning vocabulary?

5. Research Hypothesis

Based on the aforementioned questions, we hypothesize that if EFL learners listen to English language songs, their vocabulary learning will improve.

6. Research Methodology

The current study seeks to explore the impact of English songs on EFL learners' vocabulary learning. Thus, it opted for a quasi-experimental approach wherein a mixed method is adopted. It employed both quantitative and qualitative data collection and analysis in order to gain valuable information and better insights about the subject under investigation.

6.1 Sample of the Study

First-year LMD English students at Mohamed Kheider University were chosen as the population of the study since vocabulary is very important for them to express themselves inside and outside the classroom. At this level, first-year students were assumed to be aware of the importance of vocabulary in foreign language learning and the different methods of improving vocabulary loads besides what they have in class. Therefore, forty five (45) EFL students were randomly selected as our sample.

6.2 Data Collection Tools

To collect data for the current investigation, two data collection tools were chosen. First, an experiment with a pre-test post-test control group design has been administered to forty-five (45) first-year EFL students at Mohamed Kheider University to explore the impact

of English songs on vocabulary learning. Second, a questionnaire has been distributed to twenty-three (23) first-year EFL students at Mohamed Kheider University to discover more about their opinions and views regarding English songs.

7. Structure of the Dissertation

This dissertation contains two primary sections: theoretical and practical. There are two chapters for the theoretical part. In the first chapter, "Vocabulary Learning", the researcher defines vocabulary and discusses its various kinds and theoretical foundations. The second chapter, "The Effect of Songs on the Students Vocabulary Learning", is devoted to define listening to English songs and outline its main attribute. On the other hand, the fieldwork is covered in the third chapter. It tackles the methodology's justification as well as the description and analysis of the experiment and the questionnaire.

CHAPTER ONE: VOCABULARY LEARNING

Introduction

The lexical aspect of language received relatively little attention during the early decades of the 20th century compared to other aspects. Good knowledge of words helps students to perceive/receive input and produce output, whether it is a first, second or foreign language. Because of the importance of vocabulary learning in improving language fluency and learners' communication skills, educators should shed light on this topic and how to use effective methods to learn and teach in different ways. Moreover, traditional methods and approaches of teaching and learning seem insufficient to achieve the main objectives of vocabulary learning. Therefore, this chapter will introduce; Vocabulary Definition, Kinds of Vocabulary, the Importance of Vocabulary, Aspects of Knowing a Word, Vocabulary Teaching, Techniques in Vocabulary Teaching, Types of Vocabulary Learning, Vocabulary and Memorization.

1.1 Vocabulary Definition

A tempting element that is crucial to the teaching and learning of EFL is vocabulary. It is seen as being fundamental to the development of English language skills. The ultimate objective of learning vocabulary is the communication accuracy and fluency. According to Richards & Renadya (2002) “vocabulary learning is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255).

Considering the significance of vocabulary in language development, various educators have offered a number of definitions. Vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (Neuman & Dwyer, 2009, p.385).

Besides, Richards and Schmidt (2010) defined it by saying “a set of LEXEMES, including single words, compound words, and idioms” (p.629). Additionally, vocabulary refers to “a list or set of words for a particular language or a list or set of words that individual speakers of language might use” (Hatch & Brown, 1995, p. 1). This means vocabulary is simply a person's collection of words used for communication. Moreover, Diamond & Gutlohn (2006) declared that vocabulary is the understanding of words and their meanings

1.2 Kinds of Vocabulary

Two sorts of vocabulary were established by certain experts: passive and active words. Harmer (1991) made a distinction between the two categories of vocabulary. The first kind of vocabulary is the one that has been taught to the learners and that they should be able to utilize. The second one speaks of terms that learners will meet and identify, but won't be able to use. Hatch and Brown (1995) referred to two kinds: Receptive vocabulary and productive vocabulary.

1.2.1 Productive Vocabulary or Active Vocabulary

Alqahtani (2015) explained that “productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing” (p. 25). In addition to the capacity to speak or write at the proper time, it includes the requirements for receptive vocabulary. Therefore, because students can create words to communicate their ideas to others, a productive vocabulary can be seen as an active process. (Webb, 2005).

1.2.2 Receptive Vocabulary or Passive Vocabulary

Nation (2001) defined the usage of receptive vocabulary as “perceiving the form of a word while listening or reading and retrieving its meaning” (p. 38).

To end up, the idea of splitting vocabulary into two categories had been criticized. Redman and Gairns (1986) commented that this way of categorizing vocabulary into productive and

receptive categories may come across as artificial, and the choices that must be made won't always be obvious. Nonetheless, it seems helpful to carry the difference in mind

1.3 The Importance of Vocabulary

The development of students' skills depends heavily on their vocabulary. In addition to aiding in the development of communicative skills, it also aids in the development of other linguistic aspects and skills. It is seen as a crucial tool since effective communication is hampered by a lack of vocabulary.

Wilkins (1972) clearly describes the importance of vocabulary for communication; “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Schmitt, 2010, p. 3). Nation (2001) further describes how vocabulary knowledge and language have a mutually beneficial relationship in which vocabulary knowledge facilitates language usage and language use fosters the growth of vocabulary knowledge.

The value of vocabulary extends beyond the classroom setting. The language is constantly used outside of the classroom for social interaction and communication. In the classroom, to succeed in their learning process, students must acquire a sufficient vocabulary. Rodriguez and Sadoski (2000) figured out that Vocabulary development is crucial for proficient second language (L2) and foreign language use, as well as for speaking and writing comprehensive texts. Learning vocabulary is essential for all language skills (i.e. listening, reading, speaking, and writing), whether in learning English as a second language (ESL) or English as a foreign language (EFL) (Nation, 2011, as cited in Alqahtani, 2015 p. 22). Furthermore, Rivers and Nunan (1991) claimed that without a large vocabulary, we won't be able to communicate clearly using any language competence (structures and functions) we may have mastered (Rivers & Nunan, 1991)..

EFL readers may have trouble understanding what they are reading due to a lack of vocabulary base. In order to find the meanings of certain terms or concepts, they frequently

use dictionaries. One of the most crucial aspects of learning a foreign language, according to many studies, is memorizing vocabulary. As mentioned before, Wilkins explained that even though we can produce little with grammar, we are unable to produce anything without vocabulary. This emphasizes the importance of vocabulary study and its significance in EFL. In a similar manner, Krashen (1989), outlined numerous reasons to focus more on vocabulary, “First, a large vocabulary is of course essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem” (p. 386).

On the other hand, learners could struggle with the vocabulary. Meara (1980) noted that it is a significant cause of issues (p. 01). Another concern is that, in contrast to syntax and phonology, vocabulary does not have standards that students can follow in order to learn and gain knowledge. In other words, it is unclear while learning vocabulary what standards to follow or which terms should be learned first (Alqahtani, 2015, p. 23).

Oxford (1990) also claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether a foreign or one’s mother tongue, because of tens of thousands of different meanings” (p. 29). Despite these obstacles that learners may come across when learning vocabulary, they must completely overcome them.

1.4 Aspects of Knowing a Word

One of the major concerns with acquiring a language's vocabulary is how to assist learners in dealing with and comprehending proper academic texts, whether they are spoken or written, which by their nature demand a high level of expertise to be understood. In fact, students with a good vocabulary store can deal with the scenario when they are introduced to texts or words that are vital in understanding in terms of meaning. It may be argued that

understanding goes beyond just understanding what the words signify. Vermeer (1992) “knowing words is the key to understanding and being understood” (p. 147). Richards was the first academic to list the characteristics of word knowledge:

Table 1.1

Aspects of Knowing a Word (Richards, 1976, p.82)

	Aspects of Knowing a Word
1	The native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life.
2	Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also know the sort of words most likely to be found associated with the word.
3	Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
4	Knowing a word means knowing the syntactic behavior associated with the word
5	Knowing a word entails knowledge of the underlying form of a word and the derivation that can be made from it.
6	Knowing a word entails knowledge of the network of associations between that word and other words in the language.
7	Knowing a word means knowing the semantic value of a word.
8	Knowing a word means knowing many of the different meanings associated with a word.

As previously stated, understanding words is more significant than knowing what a lexical term signifies. To deal with authentic texts that contain new lexical elements, it appears that word knowledge is a skill that needs to be acquired. Richards outlined certain factors that should be taken into account when learning a word, including understanding its various definitions, its root and possible derivations, its semantic significance, and other factors. According to Nation (2001), three connected elements, each of which includes a receptive and creative component, are necessary to know each word. In addition, knowing the difference between receptive and productive vocabulary is another important aspect of vocabulary knowledge.

Table 1.2

What is Involved in Knowing a Word (Nation, 2001 p. 27)

Aspects of knowing a word			
Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
	Forms and meanings	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
Meaning	Concepts	R	What is included in the concept?

	and referents	P	What item can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
	Grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
Use	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R	Where, when and how often would we expect to meet this word?
		P	Where, when and how we expect to use this word
Note: in columns, R= receptive knowledge, P= productive knowledge			

1.4.1 Word Meaning

The meaning of vocabulary items also plays a crucial role in recognizing them, and this point should also be acknowledged. Learning the form of vocabulary items is important but not sufficient. Form and meaning, concepts and referents, and associations are three sub-aspects that are supported by the word meaning aspect.

1.4.1.1 Form and Meaning

It is common knowledge that students associate word meanings with their forms. According to Schmitt (2010), when learning a new word, students frequently try to connect the word's meaning to its spelling. They aim to respond to the two major questions: “What meaning does this word form signal? And what word form can be used to express this meaning?” (p. 17). The receptive dimension is represented in the former question. However, the latter question highlights the productive dimension. For example, learners would be able

to understand the meaning if they were aware of the past tense form and that it indicates past events.

1.4.1.2 Concepts and Referents

A word's link to its referent is what gives a word meaning. In both the real world and the imaginary world, the latter represents the person, object, action, situation, or case. For instance, The spotted African animal with a particularly long neck is known by the name "giraffe."(Schmitt, 2000). For this reason, as receptive knowledge and productive knowledge, learners must understand what is contained in this notion as well as the objects to which it can be applied. Additionally, advanced students might be challenged to refine their word knowledge by learning to recognize subtle differences in word meaning, as in the example given below:

Table 1.3

Semantic Feature Analysis (Rudzka et al., 1981 p.65)

	Because unexpected	Because difficult to believe	So as to cause confusion	So as to leave one helpless to act or think
Surprise	✓			
Astonish		✓		
Amaze			✓	
Astound				✓
Flabbergast				✓

1.4.1.3 Word Associations

Knowing word associations is necessary to understand a word. Schmitt (2000) claimed that words have several relationships with one another and do not exist separately. Therefore, word associations are the mental connections that link one word to another. In other way, when a student is given a word, some additional related words spring to mind.

1.4.2 Word Form

One of the essential elements of vocabulary knowledge in specific and language learning in general is word form, or orthographical knowledge. Nation (2001) asserts that knowing one word form requires knowing spoken form, written form, and word parts.

1.4.2.1 Spoken Form

First, spoken form, or how a word sounds like, refers to both the receptive dimension of knowing how a word sounds in continuous speech and the productive dimension of being able to pronounce words clearly in connected speech. Numerous phonological factors, including stress, pitch, volume, the length of the syllabus, and its features, may hinder the learning of new vocabulary words (Schmitt, 2000). For example, EFL students should know that the letter “O” may be pronounced in different ways such as “food” /fu:d/, “fox” /fɒks/, “lost” /lɒst/, and “mother” /mʌðə(ɪ)/.

1.4.2.2 Written Form

Second, a word's written form, which is also its spelling form. EFL students are expected to understand the visual representation of new items when they acquire them, which is the receptive knowledge, and how the word is written and spelled; which is the productive one. Therefore, EFL learners ought to have the capacity to accurately write as well as pronounce words. For instance, learners may know how to pronounce the word “xenophobia”; however, they may fail to provide its correct spelling; one may replace the letter “x” with the sound /z/ (Nation, 2001).

1.4.2.3 Word Parts

Finally, word components including prefixes, roots, suffixes, and word family are some components that may make up a specific vocabulary item. So, EFL students should be aware of these pieces that can form words and are also required to transmit meaning; these parts can modify the meaning of words by introducing or deleting a certain component. Knowing the word family also aids students in understanding what family members mean.

For instance, if learners know the meaning of the suffix “able”, they may derive the meaning of the words of the same root such as “unable”, “disable”, and so on. Therefore, the aspects of word form are interrelated and important for word recognition.

1.4.3 Word Use

It takes more than just understanding a word's meaning and form to acquire new words. Word usage, according to Nation (2001), is an aspect of word knowledge that includes understanding grammatical functions, collocations, and various word use constraints.

1.4.3.1 Grammatical Functions

The grammar function of a word appears to be an important consideration for many academics. Any new item that students acquire should have its grammar reviewed because “the grammar language is the description of the ways in which words can change their forms and can be combined into sentences in that language” (Pinker, 1999). Word classes like verbs, nouns, adjectives, and other classes, as well as the grammatical patterns in which a word is commonly used, all play a role in a word's grammatical function. Also, as part of their receptive knowledge, students should be aware of the grammatical contexts in which the term may appear, as well as the productive contexts in which the word may be employed.

1.4.3.2 Collocations

Word knowledge is to be aware of the words that frequently occur together. According to Schmitt (2000), collocation is “the tendency of two or more words to co-occur in discourse” (p. 76). So, the co-occurrence of two or three item groupings in a discourse is the primary characteristic of collocation. Similarly, the order in which vocabulary items appear together cannot be random; some words can be used in combination while others cannot. For example, Harmer (2001) said that it is suitable to say “fast asleep”, and this is an acceptable collocation, however “fast awake” is not.

Grammatical/syntactic collocations and semantic/lexical collocations are the two types of collocations (Schmitt, 2000). The former describes the union of a dominant word, usually a verb, noun, or adjective, and a preposition such as: think of. The latter, on the other hand, consists of combining two “equal words such as noun + verb (ball bounces), verb + noun (spend money), and adjective + noun (cheerful expression)” (Schmitt, 2000, p. 77). As far as the receptive and productive dimensions are concerned, EFL students should be familiar with terms or word groups that may be used with a certain item. This is the receptive knowledge, and the productive knowledge is the words or word combinations that can be used with an item.

1.5 Types of Vocabulary Learning

In addition to vocabulary teaching techniques, there are types of learning vocabulary that teachers might consider. Nezhad et al. (2015) claim that there are generally four different types of learning that may be distinguished: incidental, intentional, implicit, and explicit.

1.5.1 Explicit Vocabulary Learning

The conscious focus on acquiring a new vocabulary item is the general definition of explicit vocabulary learning. Schmitt (2000) noted that while explicit vocabulary learning takes time and is tedious for students to learn a sufficient amount of vocabulary, it offers the best possibility for vocabulary acquisition. While Qing Ma (2009) defended it, he noted that, in contrast to implicit learning, it is obvious, categorical, and observable over a short period of time (p. 103).

1.5.2 Implicit Vocabulary Learning

The term implicit vocabulary learning describes the unconsciously occurring process of vocabulary acquisition. According to Ellis' (1994) terminology implicit learning is often defined as knowledge acquisition by a process that occurs spontaneously, easily, and without conscious operation. He added that explicit learning is better suited for abstract rules, implicit

learning is more likely to be related to concrete rules. Furthermore, implicit learning is connected to acquiring words in context, such as when reading or listening without paying close attention to them. Yet, it can also happen without any context. For instance, when students review a vocabulary list repeatedly, the words are automatically acquired. Therefore, reading appears to be the most effective way for implicit vocabulary learning.

1.5.3 Incidental Vocabulary Learning

More natural language acquisition is linked to incidental vocabulary learning. It is typically described as a by-product of any activity that isn't specifically oriented to vocabulary acquisition (Nezhad et al, 2015). Most vocabulary, in both first and second languages, is believed to be acquired incidentally, or as a result of receptive tasks like reading and listening, while other goals are prioritized over learning vocabulary (Cho & Krashen, 1994). Hence, incidental learning is defined in the field of SLA as the process of learning vocabulary and grammar through communicative activities that focus on meaning, such reading and listening (Hulstijn, 2003 p.349). Numerous academics have asserted that vocabulary is acquired through context. According to Nagy, Herman, & Anderson (1985), children acquire the majority of their vocabulary incidentally while reading. Additionally, the input hypothesis by Krashen (1989) asserts that vocabulary can be learned through reading as long as the input is understandable to the learner. Once this kind of learning can take place while using the language for communication, it gives a double benefit for time expended. Hence, it is slower, more gradually and more naturally (Shmitt, 2000).

1.5.4 Intentional Vocabulary Learning

Activities that support vocabulary growth primarily while students need to focus on the words they want to acquire are referred to as intentional vocabulary learning. Intentional learning is when participants are made aware that they will be tested on their retention of a specific sort of information after completing a learning assignment (Hulstijn, 2006). In other

words, any activity intended to help memorize lexical knowledge is considered intentional vocabulary learning (Hulstijn, 2001).

1.6 Vocabulary Teaching

Although the value of vocabulary learning has been acknowledged by many academics, Milton (2009) contends that vocabulary learning and vocabulary instruction still don't get the attention they deserve. (p. 1). He noted that one factor is the enduring notion among students and teachers that even if a learner's vocabulary is quite limited, they may nevertheless learn a new language and manage to utilize it to a large extent. He also highlighted the idea that vocabulary is learned instinctively, making it superfluous in teaching. Although the value of vocabulary learning has been acknowledged by many academics, Milton (2009) contends that “vocabulary learning and teaching vocabulary still don't get the attention they deserve” (p. 1).

According to Taka's (2008) explanation of the above concept, formal vocabulary teaching status has always been influenced by current linguistic and psycholinguistic research trends based on historical teaching methods. For instance, he claimed that the naturalistic approach to language teaching favored the learning of implicit vocabulary. The goal was to avoid defining and translating lexical terms and instead place the emphasis on inferring meaning from context and using monolingual dictionaries. Implicit incidental learning, however, appears to be a slow and ineffective process that does not necessarily suggest long-term retention, as realized over time by educators like Sökmen (1997).

It has become clear that vocabulary acquisition requires control and cannot rely on implicit incidental learning. The supporters of this viewpoint have started to insist that any language acquisition curriculum start with more intense, explicit vocabulary teaching (Judd, 1978). By ensuring that the target language's lexical development follows a methodical and logical course, explicit teaching of vocabulary would prevent the uncontrolled accumulation

of sporadic lexical items (Taka, 2008, p. 18). In the same vein, Taka (2008) also highlighted the fact that, in order to improve the effectiveness of both teaching and learning vocabulary in a target language, taking into account the results of scientific research, contemporary approaches to vocabulary teaching acknowledge the value of both implicit and explicit instruction.

According to recent study, it may be difficult to teach vocabulary because many teachers lack confidence in the best practices for doing so and, at times, they are unsure of how to start putting an instructional emphasis on word learning (Berene & Blachowicz, 2008). Similar to this, Thornbury (2002) asserted that since languages are built on words, teaching words is an essential component of learning a language. Similarly, “Vocabulary is all about words. When we use language we use words all the time, thousands of them. If we know a language well, we know how to write its words and how to say its words” (McCarthy, O’Keeffe & Walsh, 2010, p.1). In other words, it seems impossible to learn a language without learning its words since communication tasks are based on words.

One of most often discussed aspect of teaching English as a foreign language recently is vocabulary building. According to Alqahtani (2015), “when vocabulary learning and teaching take place, issues arise for teachers, and they will struggle with how to instruct students in order to get satisfying results” (p. 24). Teachers are expected to research the most effective methods to use with their students. A qualified instructor should use a variety of vocabulary teaching methods, be skilled in how students will understand terms, and inspire them to learn the vocabulary of the target language.

Table 1.4

Principles of Vocabulary Learning (Nation, 2001 p.385)

Principals	Does
Content and sequencing	<ul style="list-style-type: none"> • Use frequency and range of occurrence as ways of deciding that vocabulary to learn and the order in which to learn it. • Give adequate training in essential vocabulary learning strategies. • Give attention to each vocabulary item according to the learning burden of that item. • Provide opportunities to learn the various aspects of what is involved in knowing a word. • Avoid interference by presenting vocabulary in normal use rather than groupings synonyms, opposites, free associated or lexical items. • Deal with high frequency vocabulary by focusing on the words themselves, and deal with low frequency vocabulary by focusing on the control strategies.
Format and presentation	<ul style="list-style-type: none"> • Make sure that high frequency target vocabulary occurs in all the four strands of meaning-focused input, language focused learning, meaning focused output and fluency development. • Provide opportunity for spaced, repeated, generative retrieval of words to ensure cumulative growth. • Use depth-of-processing activities
Monitoring and assessment	<ul style="list-style-type: none"> • Test learners to see what vocabulary they need to focus on. • Use monitoring and assessment to keep learners motivated. • Encourage and help learners to reflect on their learning.

Teachers can use a variety of techniques and exercises when teaching vocabulary. The amount of time available, the content, and its value for the students (i.e., which learning approach the student can learn or apply) all influence the teaching technique a teacher will choose (Taka, 2008, p. 19).

In general, Seal (1991, as cited in Shen, 2003) classified vocabulary instructional strategies as planned and unplanned activities in classrooms . Unplanned activities refers to unplanned teaching strategy that refers to the “occasions when words may be learned incidentally and accidentally in class when students request particular meanings of the word, or when the teacher become aware of any relevant words to which attention needs to be drawn” (Seal, 1991, as cited in Shen, 2003, p. 190).

A three-step process that the teacher uses to convey the meaning, check the meaning by, for example, asking questions, and consolidate the meaning in learners' memories by these are the three C's, for instance, relating it to the context or personal experience. Seal (1991) suggests this for the unplanned strategy conversely, a planned strategy is described as “Planned vocabulary teaching which refers to deliberate, explicit, clearly defined and directed vocabulary teaching” (Takač, 2008, p.19).In other words, this strategy enabled teachers to introduce new lexical terms in a predetermined manner. Such instruction requires setting aside a specific amount of time to deal with vocabulary, involving "exploration" the various facets of lexical knowledge and getting students to actively analyze lexical objects (Nation, 2001).

The findings from a review of the literature, Nation (2001) and Thornbury (2002) have produced a comprehensive list of instructional techniques that can be divided into two main groups: (1) review and consolidation (recycling and practicing) of the provided lexical items; (2) presentation of meaning and form of new lexical items.

1.7 Techniques in Teaching Vocabulary

Recent studies sought to determine the methods English language teachers employ when introducing new vocabulary in terms of both form and meaning. The teaching of vocabulary can be done using a variety of methods. The context, the amount of time available, and its value for the learners are some of the variables that influence the techniques that teachers use (Taka, 2008). Several methods of teaching vocabulary were described by Brewster, Ellis and Girard (1992, p. 26). They are as follows:

1.7.1 Using Objects

Real objects, visual aids, and demonstration are all used when employing this technique. Because people's memory for objects and pictures is very reliable and because visual techniques can serve as cues for remembering words, they can help learners remember vocabulary more effectively (Taka, 2008, p. 26). The real objects technique is appropriate for beginners or young learners and when introducing concrete vocabulary, according to Gairns and Redman (1986). When the lexical items are concrete nouns, objects may be used. When a new term is introduced, showing the actual object typically aids in word memorization through visualization. It appears to be a very beneficial method for students to learn new vocabulary words.

1.7.2 Using Illustrations and Pictures

Images assist students learn new words through the process of relating their past knowledge to a new story. Many vocabularies can really be introduced with the assistance of illustrations or pictures. They make a huge difference in clarifying the meaning of unfamiliar terms. They ought to be applied as often as possible. Flashcards, photographs, magazine images, wall charts, stick figures, board drawings and posters are the list of pictures. There are plenty of sources to find images for vocabulary instruction.

1.7.3 Drawing

According to Brewster, Ellis, and Girard (1992, p. 27), this method can be used through drawing items on flash cards or on the blackboard. If they are constructed out of cards and covered in plastic, the latter can be utilized repeatedly in variety of contexts. They can facilitate young students' understanding and realization of the main points they have learnt in the classroom.

1.7.4 Enumeration

An enumeration is a collection of terms which is a complete, ordered listing of all of the terms in the same collection. It may be applied to convey meaning. In other words, this method aids in comprehension when a word is challenging to visualize. One can use the word "clothing" and then list or enumerate various articles to further clarify. The definition of the word "clothes" will become evident after the teacher lists several items of clothing (such as a dress, a skirt, pants, etc.). The same is true, for instance, of "vegetable" or "furniture" (Harmer 1991, p.2).

1.7.5 Contrast

When a word is contrasted with its opposite, such as the words "good" and "bad," words are becoming easily explained to learners. Yet, some words are not. The terms whose opposite is a gradable one are nearly impossible to contrast. There is a "between" word, "grey," when the words "white" and "black" are contrasted.

1.7.6 Eliciting

Giving pupils a list of words to learn is a simple technique for motivating and memorable learning (Alqahtani, 2015). In light of this, Samita, Jufri, and Triarina (2013) affirmed that one of the crucial techniques teachers use to get their students interested in their tasks is the elicitation technique. They continued by saying that by using this technique, teachers lose their dominant position in the classroom as the students are encouraged to actively participate in the lesson by interacting with the teacher (p.19).

1.7.7 Translation

Despite the fact that translation does not make learners feel the need or motivation to consider word meaning (Cameron, 2001, p. 206), there are some instances in which teachers may find it useful, these include dealing with incidental vocabulary (Thornbury, 2002), assessing students' comprehension, and pointing out similarities or differences between the first and second languages when these are likely to lead to errors (Taka, 2008). There will always be some words that need to be translated, thus using this method could be very time-efficient.

1.8 Vocabulary and Memorization

Memory is defined as the faculty of encoding, storing, and retrieving information (Squire, 2009). Encoding is a process of processing and combining the received information. Storage is the process of creating a permanent record of the encoded information "vocabulary item" and retrieval means calling back the stored information.

There are several types of memory:

1.8.1 Short-term Memory

Short-term memory "is the brain's capacity to hold a limited number of items of information for periods of times up to a few seconds" (Thornbury, 2002, p. 23).

1.8.2 Working Memory

Thornbury (2002) also mentioned working memory that he describes as "a kind of work bench, where information is first placed, studied and moved about before being filed away for later retrieval" (p. 23). He wrote that "the material remains in working memory for about twenty seconds" (p. 23). However, he added that it has "a limited capacity and permanent content" (p. 24).

1.8.3 Long-term Memory

Long-term memory "has an enormous capacity and no permanent content" (Thornbury, 2002, p. 24). He also says that learners can hold a new vocabulary item the length of a lesson, and forget it by the next lesson, because "long-term memory is not always as long as we wish" (p. 24). Therefore "the great challenge for language learners is to transform material from the quickly forgotten to the never forgotten" (p. 24). Thornbury suggests some principles that need to be considered in order to store the material "vocabulary item" in a permanent long-term memory:

- **Repetition:** the process of repeating the material while it is still in the working memory.
- **Retrieval:** a kind of repetition it refers activities that require retrieval of the new vocabulary, for instance using the new words in written sentences.
- **Spacing:** Distributing memory takes across a period of time and not in a single block.
- **Pacing:** since learners have different learning styles it is better to give them the opportunity to pace their own rehearsal activities.
- **Use:** the usage of learned words.
- **Cognitive depth:** The more cognitively demanding decisions the learner makes about a word, the better the word is memorable.
- **Personal organising:** The judgements that a learner makes about a word is very effective if these judgements are personal.
- **Imaging:** Learners remember visualised words better and it is better for learners to associate abstract words with mental image.
- **Mnemonics:** which are tricks to aid in retrieving words or rules. According to Thornbury even native speakers depend on mnemonics to help with certain spelling roles, and the most well-known attested one is the keyword technique.
- **Motivation:** motivation makes the learner to practice and rehearsal words.
- **Attention/arousal:** Words which stimulate the learners' emotions are more easily recalled.

-Affective depth: learner may make affective cognitive judgements about the words.

Using students' favorite songs definitely ensures repetition, motivation, personalized approach and certainly arouses students' attention. Since the lyrics of the songs are going to be analyzed, students should always connect the words used in the song with the melody, thus associating it with a mental image.

Conclusion

Learning a new vocabulary is essential to master in any language. In order to improve their vocabulary knowledge, EFL learners should be aware of the fundamental concepts of vocabulary learning. They must first understand the value of vocabulary knowledge and how it contributes to language proficiency. Also, learners should be aware that knowing a word includes the various aspects of the word; word meaning, word use, word form. After that, students can pick up vocabulary through a variety of techniques, whether they are traditional or modern and being aware of the principals to store items in long term memory. To sum up, knowing the fundamentals of vocabulary and how it is acquired can guide learners in selecting the best learning techniques and learning styles. The next chapter will particularly tackle the effectiveness of songs on the students' vocabulary learning.

CHAPTER TWO: THE IMPACT OF ENGLISH SONGS ON STUDENTS' VOCABULARY LEARNING

Introduction

Creating a motivating environment for learning received attention since the emergence of suggestopedia since the 1970s. A motivating atmosphere helps students to perform better in the learning setting. Because of the importance of the students' motivation in the learning process, educators should shed light on this topic and how to use effective methods to learn and teach in different ways. Moreover, traditional methods and approaches of teaching and learning seem insufficient to achieve the main objectives of learning vocabulary. Therefore, this chapter will introduce definition of music and songs, music in daily life, classification of songs, reasons for using songs in the classroom. In addition to that, this chapter tries to shed light on the benefits of using songs in the classroom, , the criteria upon which teachers rely to select appropriate songs for educational purposes.

2.1 Definition of Music and Songs

The term "music" is defined in Oxford dictionary as "sounds that are arranged in a way that is pleasant or exciting to listen to. People sing music or play it on instruments". The concept highlights that there are four key characteristics that define music and that its purpose is to communicate feelings. In fact, the focus of this discussion is purely on the voice and instruments. Simply, music is what people hear when they listen instruments or voices (or both).

Songs are described as using "adolescent motherese" by Murphey (1992, p. 7). He defines "motherese" as the extremely melodic and affective language people employ to speak to young children. As toddlers get older, they hear that language less and less. As kids grow, the language eventually disappears, perhaps being replaced by songs.

A lullaby is a common instance of "motherese" speech. It is interesting how different ways individuals discuss the same song may be. The first is a work that is primarily musical. Yet, a song may also be regarded as a rendition, which is when a song is realized in a live performance, a recording, or written material. Also, it is important to view songs broadly. These include all of the situations in which the song is conceived, produced, and consumed in addition to the melody and the lyrics.

2.2 Music in Daily Life

Music has always played a significant role in people's lives since it is widespread, all around us, and widely accepted on a global scale. No matter how much a person's ability and sensitivity to music are pre-programmed in human brains or whether they are the by products of other authorities and trends in the culture of music, there is no doubt that it plays a fundamental and totally central role.

It appears that a deep-seated part of human nature is the passion for music. Sacks (2009, p. 12) highlights: "we the people, we are a species to a lesser extent in music or speaking" Nowadays, it is difficult to resist music because it permeates so many human activities. Different musical genres can be heard practically everywhere and during major events. However, it is asserted that songs during lessons are not very common in schools. It is regarded in that way because most individuals associate listening to music with free time rather than work or school (Murphey, 1992, p. 7)

McDermott and Hauser (2005, p. 29) say that music is a component of all human cultures. In other words, we hear it nearly everywhere: on the radio, on TV, and at various family gatherings like birthday parties, weddings, and funerals, as well as at restaurants, stores, cars, and even on the streets. Because it has been around for such a long time and continues to be a part of people's lives, the scholars defined music as both weird and amazing.

Music has the power to evoke a variety of emotions. In addition, music is so widely embraced that people pay significant sums of money to engage in the musical business (McDermott & Hauser, 2005, p. 29).

Individuals usually use songs and music for their own purposes in daily life. They can primarily just listen to music whenever they want and wherever they are. The option to sing without listening to any recordings is the next. Nonetheless, some people enjoy whistling or humming while listening to music. People discuss about music as well as listen to it because it seems to be a popular topic, especially among youngsters who express their opinions about the newest information regarding celebrities or brand-new videos they have lately viewed. Songs and music can be used by certain people to create a social setting, foster a sense of partnership, or simply to dance (Murphey, 1992, p. 9).

All of the aforementioned instances demonstrate how significant music is in human lives since it can be everywhere, whether on purpose or not. Indeed, it has been a part of humankind for a very long period and it has been ingrained into human beings daily lives.

2.3 Classification of Songs

Language classes can make use of a wide range of songs. Murphey (1990) notes that it is challenging to choose the best types of songs to use in EFL lessons because most songs are welcomed and effective to some limited extent. Some musical genres, however, are more appropriate for a certain age group.

Based on Murphey's research (1990), there are three main categories of songs :

➤ **Made-for-EFL:** The term "made-for-EFL songs" refers to songs that have been artificially developed with the intention of teaching English in order to best fit the grammar, sounds, vocabulary, or topics being covered in lessons. Older textbooks tend to have more songs specifically written for EFL courses.

➤ **Traditional songs:** Traditional/folk songs were created in the native setting and reflect the essential concerns and behaviours of the individuals of a nation (Murphey, 1990). They also contain a wealth of notes and historical context.

➤ **Contemporary songs:** Popular songs from today are known as contemporary songs, and students often hear them outside of the classroom. Any musical style, including pop, rock, hard rock, rock 'n' roll, R&B, rap, heavy metal, and others, may be represented by them.

2.4 Reasons for Using Songs in the Classroom

The primary source of English outside of the classroom is frequently songs. Using it in the lesson therefore may be a smart idea for two distinct justifications: emotional and cognitive. The Affective Filter Hypothesis of Krashen (1982) is related to affective reasoning. It explains why some students learn while others do not. Krashen (1982, p. 45) indicates that: “for effective learning the affective filter must be weak. A weak affective filter means that a positive attitude to learning is present.” So, it is the responsibility of teachers to create an environment that is conducive to learning wherein the most important thing is that learners have a positive outlook on learning. In this regard, listening to music and songs along could be a way to have poor affective filters (Eken, 1996, p. 46).

Eight justifications are provided by Eken (1996, p. 46) supporting the use of song in a language classroom.

First of all, a song can be used to introduce a subject, new words, or a linguistic concept. Then, it might also be utilized as a lexis exercise. Songs can without a doubt be used as a source of extensive and intense listening. Some instructors may employ them to more subtly draw attention to common student errors. Not to add that songs are a great starting point for igniting conversations on emotions and viewpoints. Students can discuss what takes place in the song in pairs or small groups before sharing their thoughts with the rest of the

class. Songs can also create a comfortable, relaxed environment in the classroom and add variety and fun to language instruction. Finally, it has been asserted that songs inspire students to employ their imagination and creativity when learning a foreign language.

The primary cognitive benefit of employing songs in the classroom is the opportunity it provides to build automaticity (Schoepp, 2001). In other words, songs might automate the process of language acquisition. Basically, the learners must be placed in a situation where they can communicate using the target language (Gatbonton & Segalowitz, 1988, p. 476). Songs tend to be highly repetitious, logical, and persistent.

2.5 Benefits of Using Songs in the Classroom

There is a possibility that some teachers are not conscious of the advantages of using songs in the educational setting. They might believe that such activities, which frequently result in disciplinary issues, are inappropriate for classroom settings. Additionally, teachers may believe that playing songs will cause chaos or that singing by students will be unhappy. According to Stanislawczyk and Yavener (1976, p. 60), a song is a useful tool that a teacher should be using while students are practising their language. They also stressed the significance of the connection that students experience whether they are listening to songs or writing their own lyrics: “In the era when guitar players are ubiquitous, music must be an integral part of language study. It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating songs” (Stanislawczyk & Yavener, 1976, p. 60). This may further clarify why song activities should be used in English as a Foreign Language classroom.

2.5.1 Motivation

Popular songs fundamentally have an impact on students' life and are linked to their range of interests and daily activities. Almost all well-known songs deal with the same

themes, which include friendship, love, dreams, grief, and other common human emotions. Songs can be a highly inspiring and distinctive teaching tool because many young individuals are engaged in a variety of cultural forms outside of the classroom. Experiences with songs, television, movies, and video games appear to be very inspiring. Using songs as classroom assignments would reflect on the students' knowledge, their music, and the vocabulary they already know from the songs in English language classes will undoubtedly boost learners' motivation (Baoan, 2008).

Although all academic subjects require motivation, studying a foreign language is the one in which motivation is particularly vital (Williams & Burden 1997). According to Dorney (2007, pp. 727–728), language acquisition is a long-term process, and students have substantial control over their education. The students must persist in their efforts for an extended period of time, frequently in the face of several setbacks and challenges.

2.5.2 Positive Atmosphere

A song's potential to foster favorable learning settings is another significant aspect that makes it beneficial for an English lesson. In this vein, Murphey (1992, p. 6) states that “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”. Songs are typically associated with enjoyment, so learning through songs is thought to create a pleasant environment.

Also, as learning a new language is a novel experience for many students, music can be utilized to comfort them. When our mother tongue, which is the basis of communication, is disallowed in some classrooms, students may feel missed or useless (Griffiee, 1992, p. 4). The author also claims that having background music, particularly instrumental music, might help students to feel more at ease while working on a task at one time.

According to Suggestopedia which is a teaching approach that calls for the use of music played in the background, music is very important while students read conversations because this will help them learn better. Music playing in the background is an important and crucial component of this teaching strategy which was developed by Georgi Lozanov in the 1970s in Bulgaria. The Suggestopedia approach primarily focuses on the students' obstacles and unfavorable attitudes, such as low self-esteem, anxiety, or a lack of drive to learn. When this is going on, students are also likely to find their studying to be entertaining. These are some crucial components of such instructional strategy: a laid-back environment, a positive educational atmosphere in the classroom, a shift in learners' identities, or the music activities themselves (Larsen – Freeman, 2000, pp. 73-80).

2.5.3 Linguistic Knowledge

Using songs in English classes has further benefit in that they contain linguistic information, such as vocabulary words, pronunciations, and grammar rules. As a result, students frequently pick up new information without intending to. Also, many professors would first recognize the didactic value of music.

Songs can be thought of as representing "distortions" of a language's typical speaking patterns. Normal speech and songs are both vocally produced human sounds as stated by Jolly (1975, p. 11). They both include melodic and rhythmic content and serve as linguistic ways of communication.

Songs may include extensive linguistic information, as was previously stated. Learning is at the center of this process which occurs in a variety of settings and involves a variety of activities. Sometimes, though, it is on purpose when students pick up knowledge from classroom presentations or when they search up a word in a dictionary. Contrarily, there are moments when learning can come as a surprise, like when students are enjoying a song.

Therefore, it is recommended that foreign language teachers employ songs so that their learners can unintentionally learn linguistic aspects (Baoan, 2008).

According to Griffiee (1992, p. 4), there is a close connection between rhythm and speech, and becoming sensitive to rhythm is a crucial initial step in learning a language. Students are exposed to the language's rhythms when songs and music are played in the classroom. In addition, there are several instances of colloquial speaking in well-known songs. For instance, the whole '-ing' ending of some songs is sometimes replaced with just the 'n' sound.

Songs use a language that is more natural and spontaneous than the artificial language found in many course texts which is an effective technique to bring life into the classroom (Griffiee, 1992, p. 5). The same view is held by Schoepp (2001) who cites the song "My Best Was Never Good Enough" by Bruce Springsteen as an excellent illustration of colloquial language. This song is jargon-heavy and contains lines like "every dog has his day." "Every cloud has a silver lining," as well.

The majority of English language learners will, as is to be expected, engage in casual conversation outside of the classroom. Without a question, employing songs could help learners become ready for the real language they will encounter.

2.5.4 Cultural and Historical Knowledge

Since language is one of the branches of culture, listening to songs is a great way to learn about the culture of a certain nation as well as the language that is used within the cultural community.

Griffiee (1992, p. 5) points out that music is not universal and that it, thus, reflects the period and location in which it was created. There are numerous songs that serve as cultural time capsules and include important social commentary. The songs of the 1940s represent the ambitions and worries of the era as well as the readily available sound technology of the day.

All decade's songs share the same phenomenon. Because of this, introducing a song into a classroom will further introduce the song's culture.

Songs can also be used to examine a culture and compare it with other cultures which is another advantage. Moreover, songs can be used to relieve historical eras. For instance, Christmas carols from Europe also describe the topography and background of that area. Also, there are numerous songs about well-known cities that can be utilized to learn about significant landmarks, emotions, or sounds of a city (Griffiee, 1992, p. 5).

Griffiee and Baoan (2008) both have the same viewpoint. They observe that song from ten years ago can seem outdated to students today. In this aspect, today's famous songs will be regarded either garbage or classics in the future. Searching for the purposes why some specific sort songs is well-known at a certain time and neglected at another time may supply a lot of background information for both students and teachers.

2.5.5 Other Advantages

Songs are not only pleasing to the ears of the learners, but also to the teachers. Short, self-contained audio, writings, and movies called *imprimis*, or songs, are simple to incorporate into a lesson. Also, there are many other titles available and the supply is virtually limitless (Griffiee, 1992, p. 8).

Moreover, acquiring a foreign language via songs might be considered *edutainment*, a non-formal approach. Software used for educating, playing games, or relying on visual elements is referred to as "edutainment software." The goal of edutainment is to capture students' attention, maintain their emotional investment, and pique their interest in the lesson (Okan, 2003, p. 255). The words "education" and "entertainment" are combined in the phrase "edutainment," which refers to activities that are carried out using the edutainment method in a fun way (Okan, 2003, p. 255).

The teacher can use songs as a form of discipline when young students are being unruly. Szpotowicz and Szulc-Kurpaska (2009, p. 196) noted that singing is a lockstep activity, meaning that all the students are working on the same task at the same time. A song might also serve as a reward for behaving properly. The authors also claim that singing is a pleasant diversion from academic language study and might offer a change of pace. Lastly, they note that even among students who believe they lack any creativity at all, music serves as a key to the imagination.

2.6 Songs in EFL Classroom

Songs have significance in life. Almost everywhere in the globe has access to music. Music is one form of entertainment that may be useful for learners to learn effectively and pleasantly.

2.6.1 Three Stages of Songs

Traditionally, songs are introduced in three stages: pre-study activities, while studying activities, and post-study activities. This classification is very helpful because it allows students to participate and then solidify their learning.

The pre-stage's goal is to prepare the learners psychologically, linguistically, academically, and thematically for the activity (Davanellos, 1999, p. 14). The topic matter, essential lexis, or other linguistic aspects that the learners might find useful can be introduced to them later. To provide the learners a cause to desire to listen to the song is the key component of pre-stage. The idea of prior knowledge is a component of the cognitive model of language processing as claimed by Arevalo (2010, p. 125). People read or listen then receive the information both top-down and bottom-up. The latter entails drawing on past experiences and knowledge, as opposed to bottom-up processing, which makes use of people's understanding of the names of words, sounds, and discourse markers as "first,"

"then," to sequentially put their understanding of what they hear or read together (Arevalo, 2010, p. 125).

The learners do the exercises and tasks that are specifically related to the song during the second stage which might be considered the lesson's major focus. It is interesting that the author proposes evaluating assignments as the learners become accustomed to the song. For example, the first thing you might do after playing Sting's "An Englishman in New York" is to figure out what the song is about. Then, a later assignment can involve dealing with specific material and close reading or listening, such as having them check off statements as either true or false (Davanellos, 1999, p. 14). In this level, students frequently complete many tasks at once; for example, they can be asked to listen to music while underlining a passage of text.

After the song has been fully utilized, the learners may also be invited to review its language and substance. According to Arevalo (2010, p. 125), listening more effectively is achieved by having a goal in mind. He uses the urge to know whether to wear a coat or not to show how listening activity is similar to listening to a weather forecast with the temperature being the main focus. In other words, at this point, the teachers must clarify for the learners what the purpose of the job is. In general, the learners are allowed to listen for specifics, the basic idea, and drawing conclusions. In turn, this helps the students understand why they listen and what techniques they may take to listen more effectively. By instructing the students to concentrate on their listening goal each time, the teachers can help the students improve these abilities. Training is the name of this type of strategy. Knowing why students are listening is a very effective initial strategy since it enables them to organize and evaluate their learning (Arevalo, 2010, p. 125-126).

The third step typically entails follow-up exercises that put the productive abilities of speaking and writing in varied contexts to use. Although the students may have written or

spoken topics to discuss such as their own experiences with the topic; the pre-goal stage's and focus are to increase motivation and introduce the overall theme rather than to enhance productive skills.

The song's lyrics serve as a stimulant at that point for additional language-skills exercises. The author provides an example of follow-up activities for the Beatles song "She's going home," in which students can create the letter that the girl wrote to her parents or role-play their conversation. At this level, the tasks will largely consist of integrating the previously taught language with the new languages and concepts that have been recently presented through the song (Davanellos, 1999, p. 14).

Arevalo (2010, p. 125) makes the interesting observation that teachers frequently associate listening exercises with students engaging in tasks while listening to recordings. However, to test students' apprehension, assess their listening abilities and use of listening strategies, and apply what they learned in different contexts, teachers can employ post-listening assignments. A post-listening activity may be related to a pre-listening task, such as making predictions, or it may extend on the subject or the listening text. It may also transmit what has been learned to writing, reading, or speaking activities (Arevalo, 2010, p. 126)

2.6.2 Song Activities

There are numerous methods to employ songs in the classroom. Below are a few ideas that are briefly given. In the first exercise, students just listen to a song, describe what happens in it, and then share their thoughts or responses to the song. Students may receive printed lyrics to encourage participation in class discussions (Scrivener, 2005, p. 338).

Table 2.1.

Activities for Exploiting Songs and Texts (Davanellos, 1999, p. 15)

Activities for exploiting songs and texts	
Decide whether these activities are most appropriate as pre-listening activities (mark them B for 'before'), activities while listening (D for 'during') or post-listening follow-up activities (A for 'after'). Some may be suitable for more than one stage.	
<p>1 <input type="checkbox"/> Students predict the content of the text by reading its title.</p> <p>2 <input type="checkbox"/> Students write a dialogue between the characters.</p> <p>3 <input type="checkbox"/> Cut up and mix the lines (sentences) of the text. Students order the jumbled sentences.</p> <p>4 <input type="checkbox"/> Students read or listen to the text to confirm what was predicted during the 'pre' stage.</p> <p>5 <input type="checkbox"/> Students read a gapped text and fill in the blanks.</p> <p>6 <input type="checkbox"/> Students read the text and delete words to create a gap-fill task for others.</p> <p>7 <input type="checkbox"/> Students write a letter to or from one of the characters in the text.</p> <p>8 <input type="checkbox"/> Students read or listen to the text to extract the information to write a summary.</p> <p>9 <input type="checkbox"/> Jumble the words/letters of the title of the text for the students to reconstruct.</p> <p>10 <input type="checkbox"/> Students write their own lyrics to the tune of the song.</p> <p>11 <input type="checkbox"/> Students read or listen to the text and identify stress, rhythm and intonation patterns.</p> <p>12 <input type="checkbox"/> Students read or listen to the text and put photographs/cartoon pictures in the correct order.</p> <p>13 <input type="checkbox"/> Students interview one of the characters.</p> <p>14 <input type="checkbox"/> Students invent a title for each paragraph/verse and an overall title for the text/song.</p> <p>15 <input type="checkbox"/> Students brainstorm ideas about the topic.</p> <p>16 <input type="checkbox"/> Use the text as a springboard to initiate discussions to develop students' ideas about the topic.</p> <p>17 <input type="checkbox"/> Students answer multiple choice/comprehension questions, etc.</p> <p>18 <input type="checkbox"/> Students create their own multiple choice/comprehension questions for others.</p> <p>19 <input type="checkbox"/> Students describe/discuss photographs/pictures related to the topic.</p> <p>20 <input type="checkbox"/> Students identify the meaning of words/expressions as used in the text.</p>	<p>21 <input type="checkbox"/> Students roleplay (parts of) the situation as described in the text.</p> <p>22 <input type="checkbox"/> Students write a reply to the author/singer.</p> <p>23 <input type="checkbox"/> Pre-teach the necessary vocabulary to help students understand the text.</p> <p>24 <input type="checkbox"/> Students predict possible vocabulary items which may appear in the text.</p> <p>25 <input type="checkbox"/> Students brainstorm the vocabulary which might be associated with the topic.</p> <p>26 <input type="checkbox"/> Students re-write the text from another character's point of view.</p> <p>27 <input type="checkbox"/> Students listen to the song and take dictation.</p> <p>28 <input type="checkbox"/> Students identify deliberate mistakes (of vocabulary, grammar, syntax, etc).</p> <p>29 <input type="checkbox"/> Students design posters relating to the topic or promoting the song which are then displayed.</p> <p>30 <input type="checkbox"/> Students perform the song.</p> <p>31 <input type="checkbox"/> Omit words and replace them with a relevant drawing. Students identify the missing words before reading or listening to the text.</p> <p>32 <input type="checkbox"/> Omit words to produce a gapped text. Students reconstruct the text by choosing the correct word from the list. (At higher levels, give more words than students need.)</p> <p>33 <input type="checkbox"/> Students write a summary of the text.</p> <p>34 <input type="checkbox"/> Students invent essay titles relating to the topic of the text (and write one of the essays).</p> <p>35 <input type="checkbox"/> Students create or complete charts or diagrams about the text.</p> <p>36 <input type="checkbox"/> Students select or write songs to produce a class song book.</p> <p>37 <input type="checkbox"/> After the song/text is finished, students predict what happens next.</p> <p>38 <input type="checkbox"/> Students write and give a speech on the topic.</p> <p>39 <input type="checkbox"/> Design activities on the text which are similar to examination questions.</p> <p>40 <input type="checkbox"/> Students sing the song and record it. Play it again and improve on pronunciation.</p>

Gap filling is a well-known exercise that can be performed together with a song. Students are given pieces of paper with song lyrics on them, and they are instructed to write the words they hear as they listen. This practice, according to Scrivener (2005, p. 339), is quite typical and is a cliché. He proposes modifying up this assignment, for instance by turning it into a pre-listening exercise where students must guess the terms that are absent.

Song jumble is another activity focused on songs. A song's jumbled lines are sorted out by the students. Following that, students listen to the song and contrast their predictions. They could also use photographs that they have to arrange while listening to music for this task.

The author's next suggestion, named action movement, is geared toward students at lower levels. Students create mimed actions while listening to one phrase at a time. After instructing one another, they each give their own versions. However, some assignments, though, can be more difficult. For instance, students might be asked to write their own lyrics for a song (Scrivener, 2005, p. 339).

Finally, Scrivener (2005, p. 339) offers suggestions for employing music in the classroom on its own. A teacher might play songs to create a certain atmosphere, particularly at the start of a lesson.

Also, a teacher can play songs to get students talking at the start of a course to get them warmed up. The idea of playing song while students complete “boring” tasks is an appealing one. Moreover, background music can be utilized to set the mood as students work on a particular assignment, such as playing "space" music while talking about life on other planets. Basically, listening to music might help students unwind after strenuous tasks. In a linguistics classroom, forty activities organized around songs and music are listed by Davanellos (1999, p. 15). Several types of these activities have been explained earlier.

Without a doubt, Davanellos (1999, p. 15) offers a variety of listening activities. Every instructor is free to select the best strategies and use them in his or her own teaching. Activities related to songs may, of course, take many different forms, but they must always be carried out in a pleasant and pleasurable manner.

2.6.3 Criteria of Song Selection

While choosing a song for a language assignment, teachers are not required to follow by any strict criteria, but there are a number of things they should think about. Griffiee (1992, pp. 6-8) divides the requirements into four categories: the classroom, the instructor, learning possibilities in the classroom, and music.

First and foremost, teachers must consider the age of their students. Songs that express complex concepts like jealousy, sorrow, or mercy could be difficult for young learners to comprehend. Also, each age group has its own favorite and disfavorite musical genres. The time of day is also significant. While music may stimulate some students who are fatigued in the evening, other groups may require a little more energy to control (Griffiee, 1992, pp. 6-7).

The author goes on to say that it is not a good idea to use music which both the instructor as well as the students dislike. Allowing the students to contribute the lyrics of songs they enjoy and then select acceptable ones might be a nice idea. It is essential to keep in mind that “you can use songs and music when the curriculum has been predetermined, but there it time remaining in the class period” (Griffiee, 1992, p. 7).

The objective of teaching languages is also very important. The song should not simply be for fun; it should also be educational. When the song is directly related to the lesson, such as by including rehearsed grammar rules or a discussion topic that may be incorporated into the lesson, the scenario is satisfactory. Finally, music should not be played loudly because it can disrupt other classrooms. The selection of a suitable classroom should take this into

account because some rooms are spacious and seem to absorb / eat up sound (Griffiee, 1992, p. 7-8).

2.7 Disadvantages of Songs

Although there are many positive effects to using songs, there are also some negative aspects that teachers should be aware of when using songs and music in the language classroom. According to Murphey (1992, pp. 8–9), playing loud music may disturb nearby classes. Second, some students become overly enthusiastic and could lose focus on the subject. Another problem is that some students may have different musical interests and may dispute regarding musical works. Instructors frequently lament that the students only want to listen and not do anything. Most importantly, due to their quick tempo and use of colloquial language, many songs could be not understandable to students. According to Siek-Piskozub and Wach (2006, p. 91–97), some songs focus on taboo subjects like sexism and violence, which may be confusing learners, or embarrassing for them.

In his book *Music and Song*, Murphey (1992) outlines some of the common worries teachers have about incorporating pop songs into their lessons and the difficulties they have run into.

➤ **Pop songs have poor vocabulary:** Of course there are awful pop tunes, which contains too much slang and bad grammar. Nonetheless, it is the responsibility of the teacher to select those with strong themes, appropriate grammar examples, and plentiful vocabulary. There are many excellent songs.

➤ **Songs which go out of date very quickly:** It is an individual preference. Pop songs actually age far more quickly compared to conventional songs, but some of them are aired on the radio for years. But, if teachers wish to incorporate modern music into their lessons, they must constantly look for fresh material.

- **Students may refuse to sing:** Students are not required to sing. Songs can be used for a wide variety of other activities. The majority of the students' favorite songs might be used by the teacher to encourage singing among the class. The song will probably "stuck in their heads" regardless of whether students choose to sing along or speak to it.
- **Students may dislike the teacher's choice:** The teacher may find it extremely difficult at times to select a music that the students will like. Students can recommend songs to their teacher in this situation. This could take the shape of a questionnaire on their favorite singers, bands, and musicians, for instance, or a brainstorming exercise.
- **Students may think learning through songs is not the best way:** older students believe that serious tasks are the only way to study. In these situations, teachers should carefully outline the objectives of the song-based activity. Before beginning an action, highly motivated students need to know why they are doing the activity.
- **It may be seen as paranormal and considered as a waste of time:** songs should be incorporated into the curriculum, and teachers should carefully arrange their assignments and be certain of their purposes and objectives. Furthermore, teachers also should believe that songs have a favorable impact on students' motivation. If this is the case, time spent working with a song cannot be considered lost time.

In a nutshell, teachers have a lot of reservations about adopting popular songs. The list of potential drawbacks that is above is by no means complete. In order to convey their excitement to students when teaching with pop music, teachers must be enthused about the songs themselves. Yet, some exercises work well enough with one class but not another, and vice versa, just like with any pedagogical tool. In order to select the appropriate songs, it is crucial to understand the student and their musical preferences.

Conclusion

It can be said using songs is an excellent tool for introducing language learning. Songs may be a suitable form of entertainment for students' learning process, unconscious, and enjoyment. By using real language and trying to break the norm, they not only make lessons more engaging, but they also help students improve their language abilities across a variety of subjects. Undoubtedly, using songs in the classroom has some advantages. The appropriate song selection and the exercises that are intended to be employed in a class are other important considerations. Songs can undoubtedly increase students' motivation for their language explorations, even though there is no one perfect approach to teaching foreign languages.

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

The current study aims at exploring the impact of listening to English songs on improving EFL learners' vocabulary. This chapter demonstrates the field work and the analysis of the collected data. First, it presents a theoretical background on the research methodology underlying the study. Also, it attempts to describe the rationale of each data collection method and the adopted strategy that is used to test the hypotheses under investigation. Second, it sheds light on data analysis and the interpretation of the results in addition to the statistical procedures employed in the analysis. Finally, the chapter provides a careful discussion of the findings and ends up with the possible limitations, and some pedagogical implications.

3.1 Research Methodology

3.1.1 Rationale for the Research Approach

The current study aimed to investigate the impact of English songs on EFL learners' vocabulary learning. Thus, it has adopted a quasi-experimental approach. As long as, the study sought to discover the kind of effect English songs might have on vocabulary learning and spot light on the attitudes learners hold towards the use of songs as instructional tools to learn English, it has been mandatory to opt for a mixed method employing both quantitative and qualitative data collection and analysis.

3.1.2 Research Setting

The study took place at the department of English language at the University of Mohammed Khider, Biskra.

3.1.3 Participants and Sample

The population of the present study consisted of first year LMD students at the department of English language at the University of Mohammed Khider, Biskra. From the whole population, forty-five (45) participants were randomly chosen to participate. The rationale behind the selection of this level was based on the fact that 1st year LMD students do not have an official vocabulary course despite the fact that vocabulary is a very important aspect in language learning. Thus, it is expected that the participants may depend on other sources such as English songs to learn vocabulary.

3.1.4 Data Gathering Tools

To explore the impact of English songs on EFL students' vocabulary learning, two data gathering tools were utilized. First, an experiment was administered to students in a form of pre test, post test control group design.

Moreover, a questionnaire that aims at gathering both numerical and descriptive data was conducted at the end of the study to back up the experiment's findings and help the researcher to further explore the research questions.

3.2 Data Analysis

3.2.1 The Experiment

The experiment aimed to explore the impact of listening to English songs in enhancing EFL learners' vocabulary learning compared to learning vocabulary through traditional ways such as reading texts.

The experiment has been chosen as a data collection tool because the research aims at exploring the extent to which English songs can be beneficial in improving EFL learners' vocabulary.

3.2.2 Description of the Experiment

The participants were exposed to an experiment in order to examine the impact of using English songs on vocabulary learning. The process took five (05) weeks where the forty-five (45) participants have been exposed to a treatment phase after completing their pre-test. The pre-test composed of two sessions of text reading and answering activities. Then, three sessions of treatment followed wherein students have been assigned some songs to listen to and then answer vocabulary related tasks.

Put differently, the experiment is divided into two parts (pre-test and post-test). The pre-test was conducted in two tests where the participants had to answer vocabulary activities after reading a text in each session. The first text was adapted from the novel “*The Old Man and the Sea*” by Earnest Hemingway whilst the second text; *Digital habits across generations* had been taken from British council website.

The second part consisted of a treatment phase followed by tests. In the treatment stage, students listened to a three (03) famous songs; “Believer” by Imagine Dragons, “Runaway” by Aurora, and “Rolling in the deep” by Adele, then, they completed three (03) tests about vocabulary activities. The vocabulary questions in each test were linked to a particular song. It is worth mentioning that the all the vocabulary activities assigned to students in the tests were checking the right definition for word, true or false activities, and linking words with their synonyms.

3.2.3 Analysis and Interpretation of the Results

After scoring students’ pre and post tests, results are summarized in the table below:

Table 3.1

Mean Values and Standard Deviations of Pre-treatment and Post-treatment

	Pre-treatment		Post-treatment		
	Pre-test (01)	Pre-test (02)	Post-test (01)	Post-test (02)	Post-test (03)
Mean Value	6.26	7.27	7.44	8.53	8.02
Standard Deviation	2.67	2.32	1.98	2.10	2.11

The table 3.1 above presents the mean values and standard deviations of the pre-treatment and post-treatment results. First, the results from the pre-test (01), it can be observed that the participants, on average, were able to discover the meanings and synonyms of (6.26) words out of the ten and that is 63 % of all the words presented in the first pre-test. Second, the results from the pre-test (02) show that the participants on average knew the meanings and synonyms of (7.27) words out of ten and these are 73 % of all the words presented in the second pre-test. Thirdly, when looking at the results of the post-test (01), one may notice that the participants on average knew the meanings and synonyms of (7.44) words out of the ten and that are 74 % of all the words presented in the first post-test. Fourthly, as the results of the post-test (02) indicate, the participants could find the meanings and synonyms of (8.53) words out of the ten words which is 85 % of all the words presented in the second post-test. Lastly, the results of the post-test (03) demonstrate that the participants answered the meanings and synonyms of (8.02) words out of the ten which represent 80 % of all the words presented in the third post-test. To conclude, the results in the table 3.1 present that the students did well in the post-tests comparing to the pre-tests. It also, shows that the students scored better in the post-tests than in the pre-tests. Yet, to systematically examine the significance of the difference, these results were subject to statistical analysis using the t-test.

Table 3.2

T-Testing for Pre-treatment and Post-treatment Results

Mean	SD	SD Error	T-value	Df	Sig. (1tailed)
Difference		Mean			
1.6	4.44	0.33	3.7	44	0.0003

As shown in table 3.2 above, the t-test statistical analysis displays that the obtained t-value is 3.7 with probability value ($p=0.0003<0.05$). Therefore, the mean difference ($M=1.6$) is statistically significant. That is, we can say that the raise in the post-treatment scores is statistically the result of the treatment. Hence, using English songs in the EFL classroom has a significant positive impact on EFL learners' vocabulary learning.

3.3.1 The Students' Questionnaire

The students' questionnaire aimed to collect the necessary data to back up the experiment's findings and to discover the learners' perceptions towards the usage of English songs as a learning tool. Out of the forty five (45) subjects who participated in the experiment, only twenty three (23) students were chosen to undertake the questionnaire.

3.3.2 Description of the Questionnaire

The questionnaire has been administrated to 1st year LMD students in order to obtain their feedback about the use of English songs as a learning tool. The questionnaire took place a week after the post test. It consists of fourteen (14) questions. The questions varied from close-ended to multiple choices, with few open-ended questions.

The students' questionnaire is divided into four parts, namely, General Information, Listening to English Songs, English Language Vocabulary Learning, and Vocabulary Acquisition. The general information part tackled participants' personal profile, i.e. gender

and language proficiency level. The second part which is concerned with the use of English songs aimed at investigating the main suitable sort of English songs the participants usually listen to, and the probable benefits they think English songs may offer. Then, the third part which is devoted to English language learning focused on collecting information concerning listening to English songs with regard to English learning in general. Finally, the fourth part which is the main core of the present study focused on exploring the extent to which the participants use the English songs to learn new vocabulary items, and how they perceive the usefulness of English songs to learn vocabulary.

Part one (General Information) contains two questions which sought to know the students' gender and their language proficiency level. Part two (regarding listening to English language songs) contains four questions which is devoted to know whether the participants do listen to English songs or not, the sorts of English songs they prefer, the reason behind listening to English song, and the advantages they think may be associated with English language songs. Then, part three (regarding English language vocabulary learning) includes two questions concerning the time allotment to learn English through English songs, and the English language aspects they intend to improve when listening to English songs. Finally, part four (regarding vocabulary acquisition) consists of seven questions that investigate if participants use English songs to learn new lexical items or not, the type of activities to acquire lexis, a scale of agreement to see learner's attitudes towards acquiring words using English songs, their preference comparing to reading texts, and if teachers use English songs in teaching.

3.3.3 Analysis and Interpretation of the Results

The participants were requested to answer the questionnaire through ticking in the right circle that represents their best choice. The results were reported as follows:

3.3.3.1 Part One: General Information

Item 1. Specify your gender

Table 3.3

Student's Gender

	Female	Male	Total
Participants	16	07	23
Percentage	70%	30%	100%

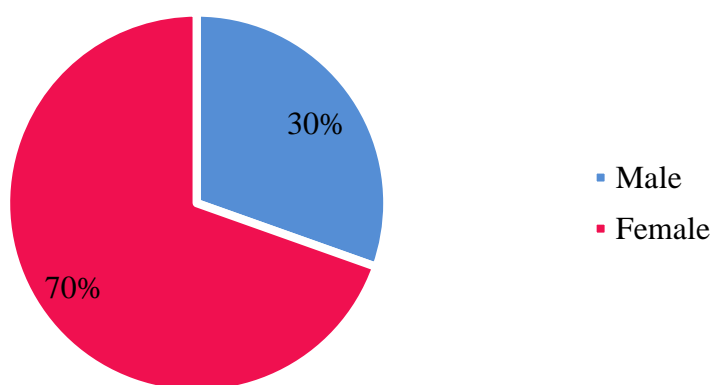


Figure 3.1 Students' Gender

This question sought to discover if gender has any relation with the use of English songs. Table 3.3 and figure 3.1 show that out of 23 participants, 16 (70%) are females and 07 (30%) are males. This result is infact expected because foreign languages learning is targeted more by females.

Item 2. Specify your level in English.

Table 3.4

Students' Proficiency Level

Students' level	Good	Average	Less than average
Participants	14	09	0
Percentage	61%	39%	00%

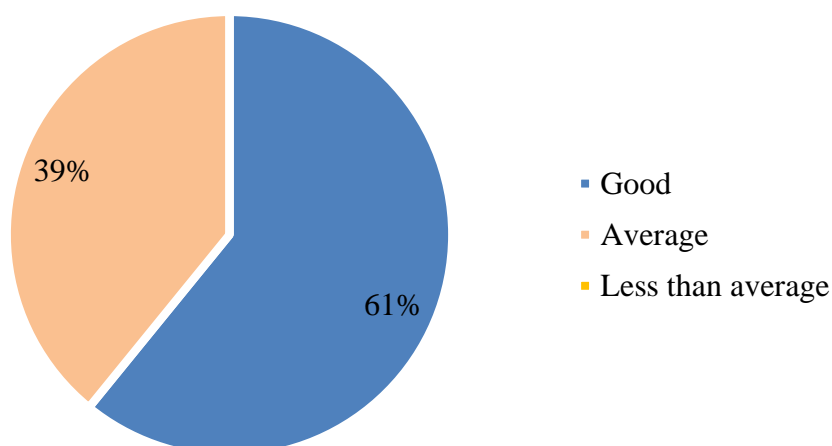


Figure 3.2: Students' Proficiency Level

The chart demonstrates that (09) participants (39%) evaluated their language proficiency level as average and the majority of participants (14) that equals to the percentage of (61%) evaluated their language proficiency as good. No one evaluated his/her level to be less than average.

3.3.3.2 Part Two: Listening to English Language Songs

Item3. Do you listen to English songs?

Table 3.5

Listening to English Songs

	Yes	No
Participants	22	1
Percentage	96%	4%

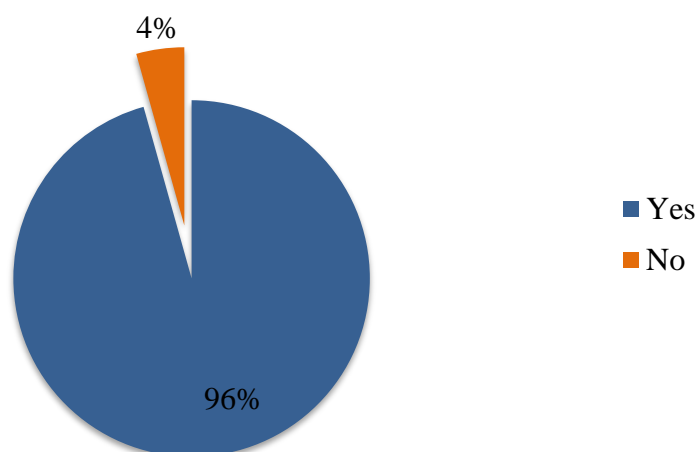


Figure 3.3 : Listening to English Songs

Out of 23 participants, (96%) reported they do listen to English songs; however, only one participant (4%) reported the opposite.

Item 4. Which kind of songs do you listen to? (You may choose more than one option)

Table 3.6

Kinds of Songs Students Listen to

	English Classical songs	English Pop songs	Jazz/Blues songs	English Rap songs	Romantic songs	Rock songs
Participants	12	13	3	10	2	1
Percentage	52%	57%	13%	43%	9%	4%

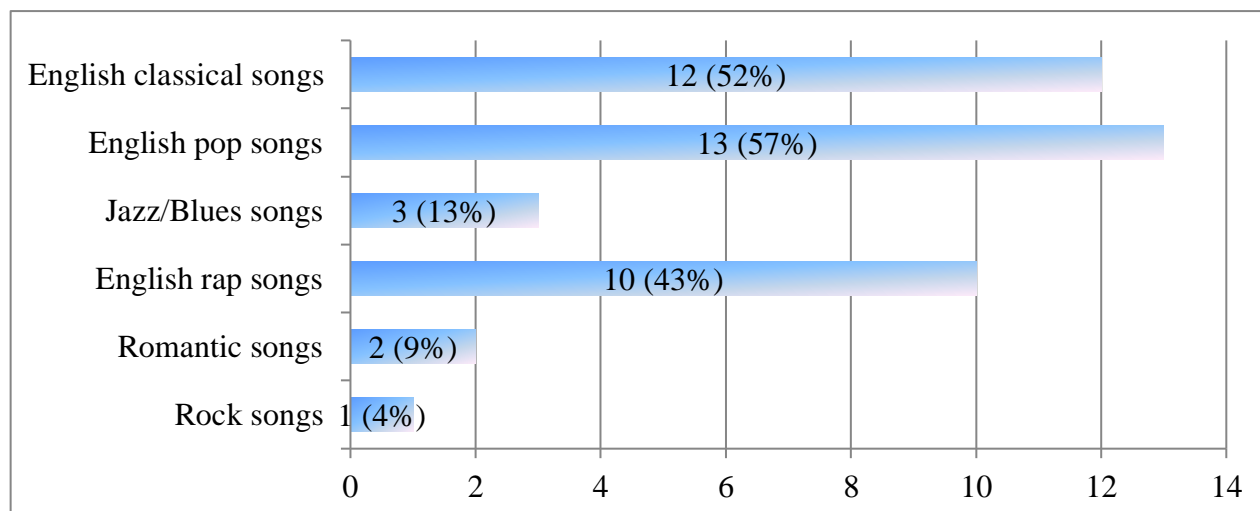


Figure 3.4: Kinds of Songs Students Listen to

As table 3.6 and figure 3.3 demonstrate most of students listen to English Pop songs. Thirteen (13) students out of (23) twenty-three, a proportion equals to (57%) of the whole sample listen to English Pop songs, the English Classical songs come at the second place with a percentage of (52%) of students, i.e. 12 participants selected English Classical songs. English Rap songs have been selected as a preferred type by 10 students (43%), and only (13%), which represents 3 students out 23, listen to Jazz/blues songs. Two students (9%) added the Romantic songs and one participant (4%) added Rock songs . This nominates Pop, Classical, and Rap songs to be the most preferred kinds of songs among the students.

Item5. Why do you listen to English songs?

Table3.7

Students' Reasons behind Listening to English Songs

	Entertainment	To learn English	Did not answer
participants	13	9	1
Percentage	57%	39%	4%

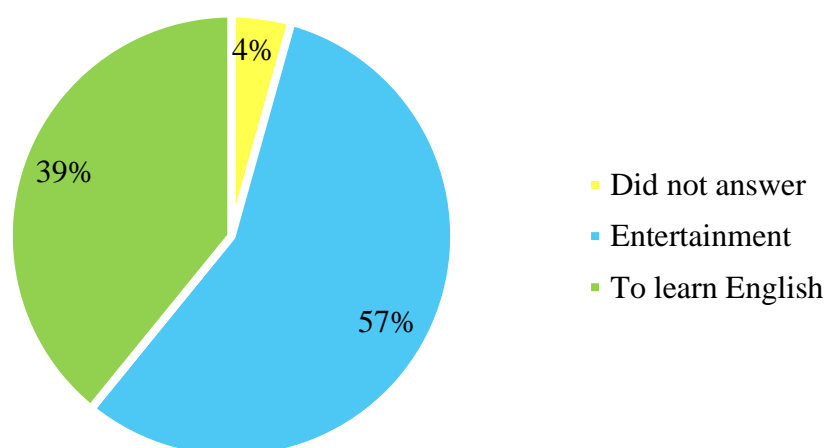


Figure3.5: Students' Reasons behind Listening to English Songs

Table3.6 and figure3.5 portray that (13) participants, i.e. (57%) often listen to English songs for entertainment while (09) participants (39 %) listen to them for English learning purposes. However, only one student (4%) did not answer the question. The results indicate that the majority of learners listen to English songs just for entertainment. Learners may find it unimportant to learn English through English songs, or they may like to rely on teachers. Also, English songs are not used as fundamental tools when it comes to learning and teaching contexts. Thus, learners are not aware of their benefits as a learning tool but they use them only to parallel the wave of trending.

Item 6. What advantages do you think listening to English songs have on learning vocabulary?

Table3.8

Advantages of Learning English Vocabulary through English Songs

Practical use	The “anytime, everywhere” feature	Did not answer

Participants	16	6	1
Percentage	70%	26%	4%

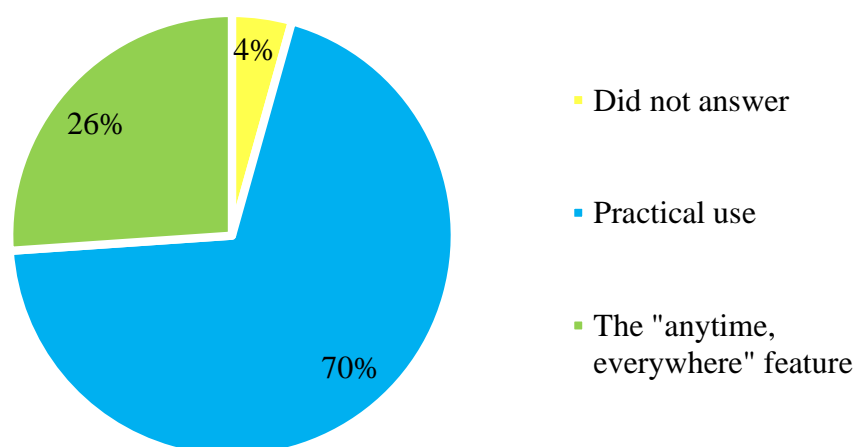


Figure 3.6: Advantages of Learning English Vocabulary through English Songs

As it can be noticed from the chart above, with regard to the total number of the respondents (23), the majority of students (16) i.e. (70 %) chose “Practical use” as the highest advantage for learning English through songs. Next, “The anytime, everywhere feature” has been rated as the second advantage by 6 students (26%). On the hand, only one student did not provide any answer to this question. It can be noticed the practical feature of listening to English songs has been chosen by learners as the major advantage because songs are easy to be involved in and learning therefore appears to be done smoothly effortlessly through authentic and enjoyable materials. Also, choosing the “anytime, everywhere feature” may

shed light on the fact that learners are more likely to learn informally i.e. learning is no longer limited to academic settings, yet, it is available anywhere and anytime.

3.3.3.3 Part Three: English Language Vocabulary Learning

Item 7. How often do you listen to English songs for learning vocabulary?

Table 3.9

Frequency of Using English Songs as a Learning Tool

	Always	Often	rarely	Never	Did not answer
Participants	8	7	6	1	1
Percentage	35%	30%	26%	4%	4%

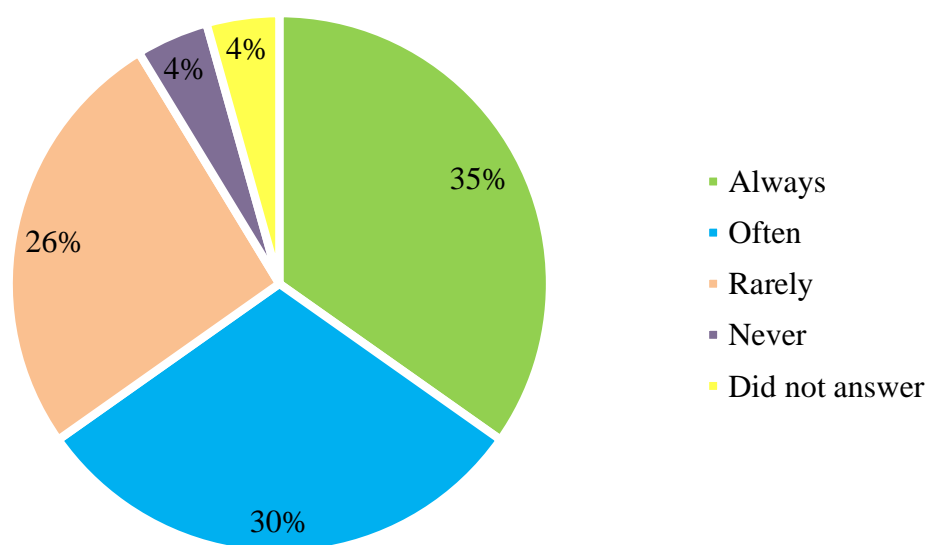


Figure 3.7: Frequency of Using English Songs as a Learning Tool

Out of 23 students, 8 participants (35%) declared that they always listen to English songs to learn English; however, 7 of them (30 %) claimed that they often use English songs to learn the English language. Also, 6 students (26%) showed that they rarely learn the

language through listening to English songs. Finally, only one (4%) answered that he/she never listens to English songs to learn English. The results show that the majority of the participants listen to English songs to learn English.

Item 8. Which aspects of English language you intend to improve when listening to English songs? (You may tick more than one option)

Table3.10

Language Aspects to Be Improved through English Songs

	Listening	Vocabulary	Speaking	Grammar
Participants	14	16	14	00
Percentage	61%	70%	61%	00%

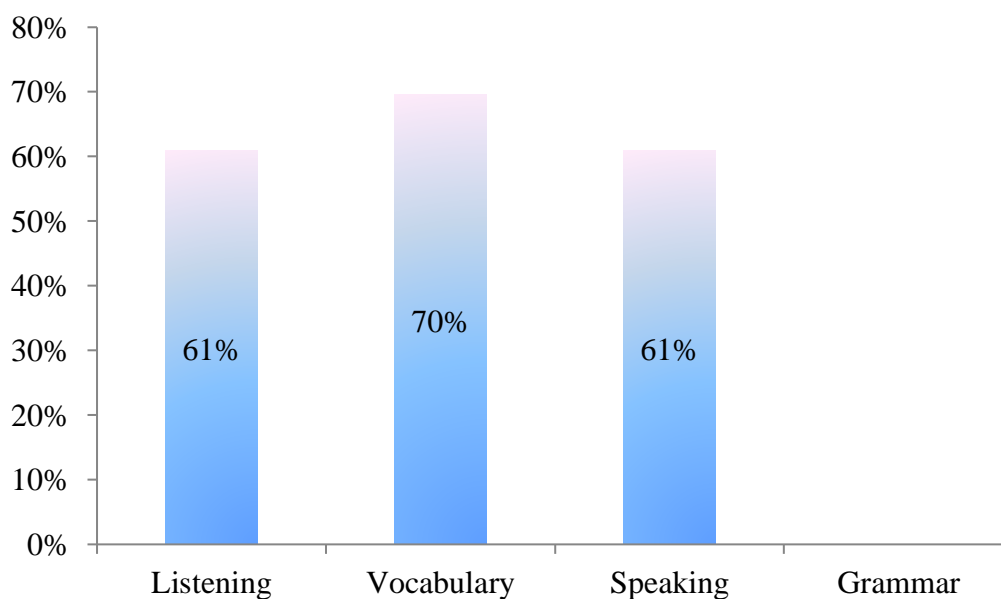


Figure3.8: Language Aspects to Be Improved through English Songs

Figure 3.8 reveals that there is a slight difference between some aspects which the participants intend to improve by listening to English songs. 14 from 23 participants (61%) claimed that they use English songs to improve their listening skill, 16 of them (70%) declared that intend to learn vocabulary when they listen to English songs for learning, 14

participants (61%) chose speaking. However, none of the participants chose grammar. Students intend to improve different English language aspects while listening to English songs. The Results show that the majority of participants intend to improve their vocabulary using English songs. Listening and speaking are also ranked equally amongst the skills to be improved whereas; grammar was not selected by all the participants.

3.3.3.4 Part Four: Vocabulary Acquisition

Item 9. Do you use English songs to acquire new vocabulary items?

Table 3.11

Using English Songs to Learn Vocabulary

	Yes	No	Did not answer
Participants	20	1	2
Percentage	87%	4%	9%

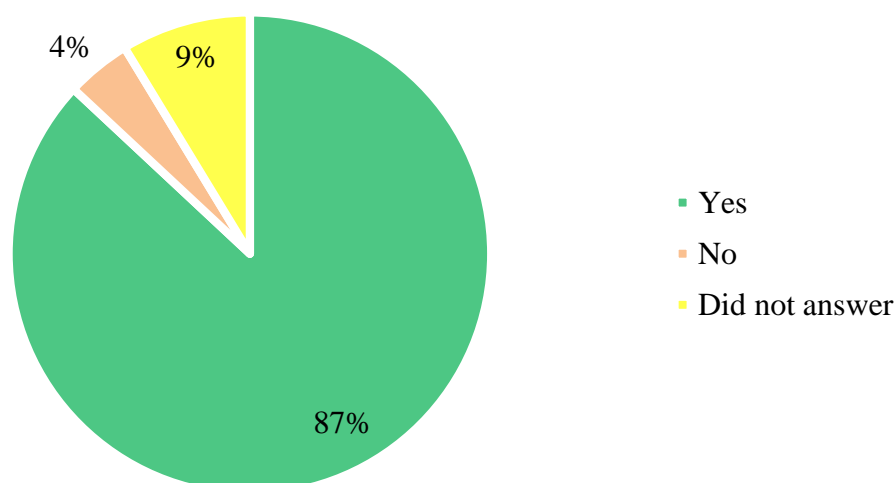


Figure 3.9: Using English Songs to Learn Vocabulary

Out of 23 participants (87%) reported their positive attitude towards using English songs as a learning tool by stating that they use English songs to learn vocabulary; however, only one participant (4%) reported the opposite. On the other hand 2 participants (9%) chose not to answer this question. This may support the idea that vocabulary is one major aspect that can be learned through listening to English songs since the majority of learners confirmed the use of such tool to learn new vocabulary items.

Item 10. How do you acquire new vocabulary items using English songs? (You may tick more than one option)

Table 3.12

Strategies Used by Learners for Learning Vocabulary

	Reading the lyrics	Just through listening	Writing the lyrics	Did not answer
Participants	20	8	4	1
Percentage	87%	35%	17%	4%

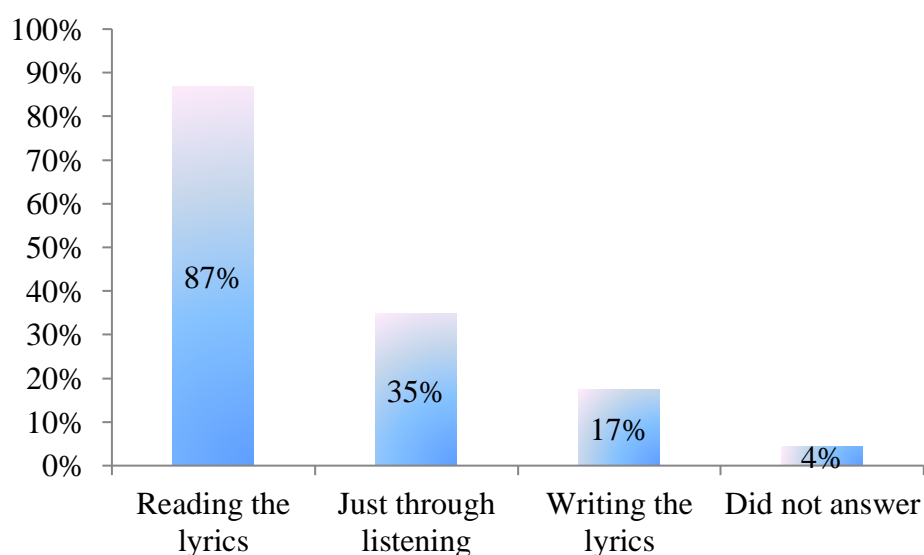


Figure 3.10: Strategies Used by Learners for Learning Vocabulary

As it is illustrated in the graph 3.10 above, 20 participants (87%) out of 23 participant admitted that they read the lyrics of the English songs to learn new terms. 8 participants (35%), on the other hand, claimed that they learn new vocabulary items just through listening to the English songs while 4 participants (17%) learn new words and terms through writing the lyrics of the songs. However, only one participant did not provide any answer to this question.

Item 11. Please, select the scale of agreement from the statements below:

1. I believe that listening to English songs is effective for vocabulary learning.
2. Listening to English Songs Offers a Good Opportunity to Vocabulary Learning that Traditional Methods Cannot Offer.

Table3.13

Students' Opinions about the Effectiveness of English Songs for Vocabulary Learning

	Agree	Neither agree nor disagree	Disagree	Did not answer
Participants	20	1	1	1
Percentage	87%	4%	4%	4%

Table3.14

Students' Opinions towards the Opportunities Offered by English Songs

	Agree	Neither agree nor disagree	Disagree	Did not answer
Participants	12	07	3	1
Percentage	52%	30%	13%	4%

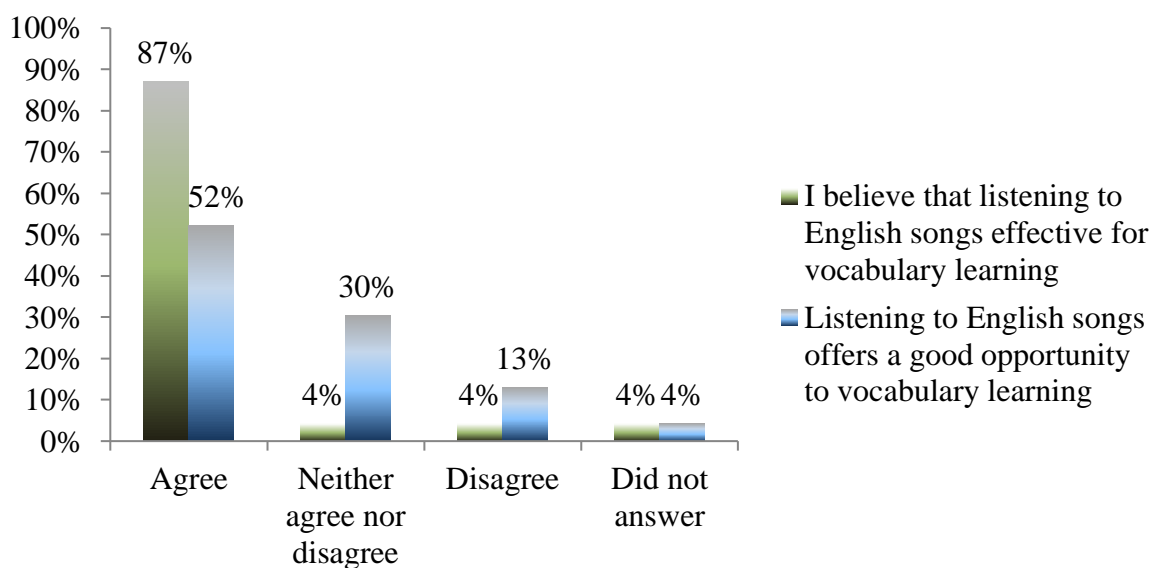


Figure 3.11: Students' Opinions about the Effectiveness and the Opportunities Offered by English Songs for Vocabulary Learning

As table 3.12 indicates, the highest number of participants (20) agreed that English songs are effective for vocabulary learning with a percentage equals to (87%) while one (1) participant (4%) showed that he/she neither agree nor disagree. Moreover, only one participant (4%) disagreed that English songs are effective for learning vocabulary items. One participant did not answer this question. Table 3.13 indicates that 12 students (52%) agreed that the English songs offer a good opportunity to vocabulary learning that traditional methods do not. 7 participants (30%) were neutral and the others 3 disagreed whilst one participant (4%) did not answer this question.

Item 12. (Referring to the tests that you had), what was more motivating for you?

Table 3.15

The Most Motivating Way of Learning Vocabulary for the Students

	Listening to songs	Reading texts	Did not answer
Participants	19	3	1

Percentage	83%	13%	4%
-------------------	-----	-----	----

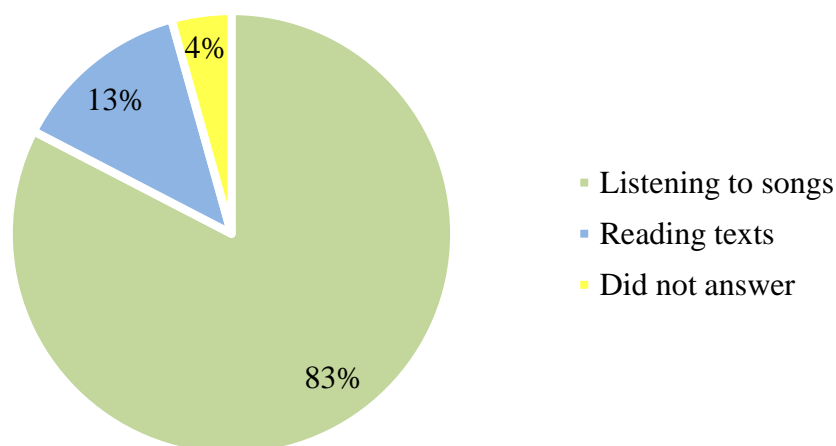


Figure 3.12: The Most Motivating Way of Learning Vocabulary for the Students

Table3.15 and Figure3.12 indicate that (19), i.e., (83%) participants out of (23) chose listening to songs as more motivating method compared to reading texts (Referring to the experiment they have been exposed to). Among the whole sample, only (03) participants (13%) preferred reading texts.

Item 13. (In Oral Expression sessions) Does your teacher use listening to English songs as a tool to teach vocabulary?

Table3.16

Students' Opinions about Teachers' Use of English Songs to Teach Vocabulary

	No	Sometimes	Very often	Did not answer
Participants	19	3	00	1
Percentage	83%	13%	00%	4%

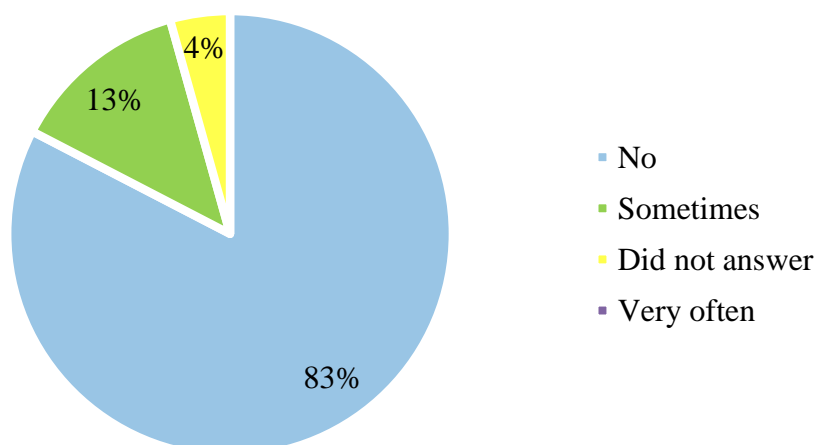


Figure 3.13: Students' Opinions about Teachers' Use of English Songs to Teach Vocabulary

As it can be noticed in the table 3.16 and figure 3.13 above, 19 participants (83%) said that their teachers do not use English songs to teach vocabulary, 03 of them (13%) claimed that their teachers only sometimes use English songs to teach vocabulary while no one (00%) claimed that their teachers very often use of English songs to teach vocabulary. One may relate this to the probable unconsciousness of teachers about the usage of English songs as a learning tool or maybe due to other reasons such as time constraints, and unavailability of digital and technological facilities.

Item 14. Do you like to see teachers/instructors use English songs in Oral Expression sessions to teach vocabulary?

Table 3.17

Students' Opinions about the Use of English Songs to Teach Vocabulary

	Yes	Not necessary	No	Did not answer
Participants	16	5	1	1

Percentage	70%	22%	4%	4%
------------	-----	-----	----	----

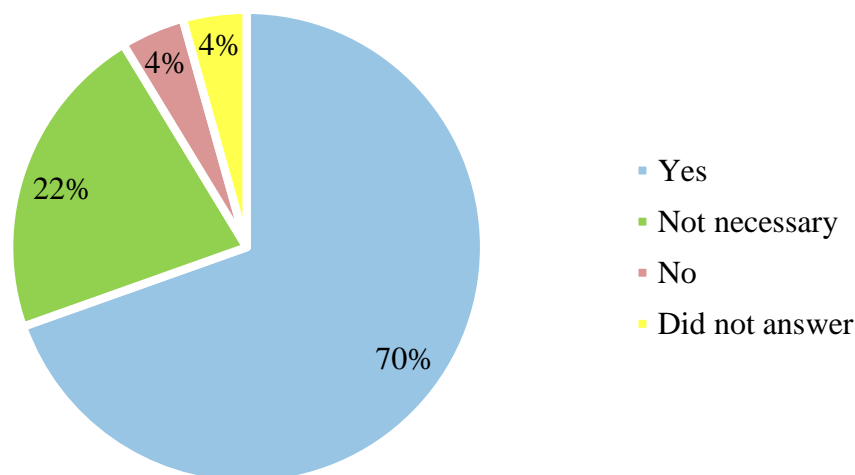


Figure 3.14: Students' Opinions about the Use of English Songs to Teach Vocabulary

As the table and figure above indicate, 16 participants (70%) confessed that they like to see their teachers use English songs in Oral Expression sessions to teach vocabulary; however, only one participant (01) (04%) expressed his/her refusal, and (05) participants (22%) claimed that it is not necessary. The results show that the majority of participants like to see their teachers use English songs to teach vocabulary. This entails the learners' awareness of the positive effects of listening to English songs as a learning tool.

3.4 Discussion of the Results

To review, the objective of the current study was to explore the effectiveness of listening to English songs in developing EFL first year LMD students' vocabulary learning. Hence, it aimed to help students to improve their vocabulary stock through the use of songs. Furthermore, the study highly supports the adoption of English songs as a tool in teaching practices to improve students' vocabulary learning.

The study has presented interesting results on the effectiveness of English songs as a instructional tools in enhancing EFL students' vocabulary learning at University of Biskra. The findings of this study which have been drawn from the analysis of the two data gathering tools were positive in many aspects. Generally, the study showed that EFL students at Biskra University use English songs to a high extent as a tool to learn English, especially, for learning vocabulary.

First, the findings of the experiment show significant results of using English songs as a tool to learn English. It has been found that there is a significant positive impact of using songs on learning vocabulary compared to using traditional ways such as reading texts. This result has been highlighted by Ainul et al. (2020) who argued that the use of songs can increase vocabulary learning among English language learners.

In addition to that, the findings revealed that listening to English songs is widely spread among EFL learners in the department of English at Biskra university, especially Pop and Classic English songs. This proves the popularity and availability of such tool amongst learners which needs to be exploited in EFL classrooms.

Along the same vein, students evaluated English songs in terms of utility and highlighted the significance of songs' practical use and the anytime-anywhere features. These characteristics were identified as the main interesting features of English songs that help learners to benefit from songs in learning. These findings are in parallel with Milillington (2011) who found out that songs can offer a chance for learning vocabulary.

Second, the results indicated that EFL students at Biskra University often use English songs for academic purposes; that is, to learn vocabulary and even to develop their listening and speaking skills. Not surprisingly, 1st year LMD students also claimed that they listen to English songs for entertainment; that is to say, they do not learn English as an explicit

listening activity. This goes in accordance with Sari et al. (2019) claims that listening to English songs while learning English is entertaining and it can be relied on songs to assist vocabulary learning.

Third, the findings in this study revealed that listening, vocabulary and pronunciation are at top three aspects the students intend to improve through listening to English songs. . In addition, the study showed that EFL students depend mostly on reading the lyrics, listening, and writing the lyrics of the English songs to enhance their vocabulary knowledge.

Fourthly, English songs' listening was perceived as an effective language learning tool that develops vocabulary learning. In the same regard, Isnaini and Aminatun (2021) asserted that the learners believe that listening to English songs have a significant impact on their English language skills. Interestingly enough, results showed the positive attitude of the learners towards the effectiveness of English songs as vocabulary learning tool. Also, English songs were perceived by EFL learners as a motivating and one of the preferred tools that can be used to improve language proficiency. Hence, using English songs for vocabulary learning improved students' vocabulary load and was suggested by the students to be used in their courses mainly in Oral Expression.

To conclude this discussion, findings of the present study indicated the widespread of listening to English songs among EFL learners; especially Pop and Classical English songs. It is worth mentioning that songs can be exploited in classrooms after taking into account the cultural aspect of the population such as religious commitments. Additionally, it was discovered that listening to English songs significantly improved the language skills of EFL learners, particularly their vocabulary learning, therefore this practice should be incorporated into both the teaching and learning processes. This supports the hypotheses and offers answers to the research questions raised earlier.

Conclusion

This chapter has presented the analysis of the data gathered at different stages of the research with regard to the theoretical and practical aspects. The collection of data was by means of an experiment and a students' questionnaire. First, the results obtained from the experiment were statistically and descriptively analyzed and interpreted so as to provide a general account about the data. Second, the results of the student's questionnaire were carefully analyzed and represented both statistically and descriptively in tables, charts and figures in order to show how statistics match with one another. Third, the chapter ends up with an in-depth discussion of the study findings in order to test the research hypothesis and answer the research questions. To conclude, the chapter provides answers to the research questions as well as confirms the research

General Conclusion

The current dissertation has explored the impact of using English songs as an instructional method to improve EFL learners' vocabulary learning. Accordingly, the study aimed at investigating the effectiveness of using English songs in enhancing EFL learning in general, and vocabulary in particular.

First of all, it is important to review the related literature which was presented in the first two chapters. The first chapter provided an analysis about the vocabulary component; stating its definitions, its importance, its kinds, its teaching techniques, learning kinds, and vocabulary and memorization. Meanwhile, the second chapter dealt with the use of English songs as an emerging language learning approach that supports learning.. The chapter covered the basic concepts and definitions according to many scholars, reasons, criteria, classifications, benefits and challenges. Lastly, the third chapter which presented a theoretical background on the research methodology underlying the study, and provided detailed analysis of data with a presentation of the statistical procedures employed in the analysis. After the discussion and interpretation of the results, the chapter ultimately ended up with the synthesis of the main findings.

In order to test the research hypothesis, the research overall method consisted of an experiment that was followed by learners' questionnaire. . The researcher collected relevant data on the subject to find answers to the research questions and be able to make appropriate inferences to future recommendations. EFL learners were exposed to an experiment to test the impact of English songs on vocabulary learning. The results were statistically significant because the post-treatment scores increased statistically as a result of the treatment, which is listening to English songs. Hence, the findings showed statistically positive impact of using songs on improving EFL learners' vocabulary.

On the other hand, the students' questionnaire was distributed in order to gather further data about the usefulness of English songs and to examine students' attitude towards using them in learning vocabulary. Most of the students were found to be heavy listeners to English songs and they used them not only for entertainment purposes but also as educational tools through which they learn English or vocabulary because songs are very practical, enjoyable and available everywhere and anytime. Accordingly, students have shown positive attitudes towards the use of English songs as a supporting material to learn English, and particularly, vocabulary.

Suggestions and Recommendations

The implementation of motivating tools has become a targeted field for many EFL teachers and learners to develop learners' different English skills and competencies. English songs can be an beneficial instructional material for learners. Thus, it is necessary to raise the attention of EFL practitioners and to make them aware of how to well use this tool to improve learning. As such, the present study suggests the following recommendations:

- English songs seem to be motivating tools for promoting learners autonomy when implemented inside or outside classrooms.
- Teachers may exploit the widespread of English songs to assist their courses, taking into consideration the cultural aspect of the EFL community.
- Teachers may encourage learning outside the classroom through English songs to make further authentic practises of the target language.

References

- Ainul, A. M. Z., & Nor, A. H. A., & Maslawati, M. (2020). Learning Vocabulary Through Songs: A Study on The Role of Music in Teaching Verbs
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, Vol. 3(3), pp. 21-34.
Retrieved from DOI:10.20472/TE.2015.3.3.002
- Ambarwati, R., & Mandasari, B. (2020). The Influence of Online Cambridge Dictionary toward Students' Pronunciation and Vocabulary Mastery. *Journal of English Language Teaching and Learning*.
- Arévalo, E. a. R. (2010). The use of songs as a tool to work on listening and culture in EFL classes. *Cuadernos De LingüísticaHispanica*, (15), 121–138. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/3673475.pdf>
- Baoan, W. (2008). Application of Popular English Songs in EFL Classroom Teaching.
Retrieved from <http://old.hltmag.co.uk/jun08/less03.htm>
- Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62 (4), p. 314-323
- Brewster, J., Ellis, G., & Girard, D. (1992). *The primary English teacher's guide*. London ; Ringwood, Vic. : Penguin
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Cebula, D. (2008). Songs and Rhymes in Language Teaching. Available at <http://iatefl.org.pl/tdal/n9songs.htm>.

- Cho, K. S. & Krashen, S. D. (1994). Acquisition of vocabulary from the sweet valley kids series: Adults ESL Acquisition. *Journal of reading*, 37(8), pp. 662-667.
- Davanellos, A. (1999). Songs. *English Teaching Professional*, 13, 13-15.
- Diamond, L. & Gutlohn, L. (2006). Vocabulary handbook. Retrieved from :www.readingrockets.org.
- Dörnyei, Z. (2007). Creating a Motivating Classroom Environment. In *Springer eBooks* (pp. 719–731). https://doi.org/10.1007/978-0-387-46301-8_47
- Eken, D. K. (1996). Ideas for using songs in the English language classroom. *English Teaching FORUM*, 34(1), 46.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Gairns, R. & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. USA: Cambridge University Press.
- Gatbonton, E., & Segalowitz, N. (1988). Creative Automatization: Principles for Promoting Fluency within a Communicative Framework. *TESOL Quarterly*, 22(3), 473.
<https://doi.org/10.2307/3587290>
- Griffie, D. T. (1992). *Songs in Action*.
- Harmer, J. (2001). *The practice of English language teaching* (3rded). London: Longman.
- Harmer, J. (1991). *The practice of English language teaching*. London: Longman.
- Hatch, E. & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.
- Hulstijn, J. H. (2003). Incidental and intentional learning. In J. Doughty, M. L. Long (eds) *the handbook of second language acquisition* (pp. 349-381). Blackwell Publishing Ltd.

- Jolly, Y. (1975). The Use of Songs in Teaching Foreign Languages. *The Modern Language Journal*, 59, 11-14.
- Judd, E. L. (1978). Vocabulary teaching and TESOL: A Need for Reevaluation of Existing Assumptions. *TESOL Quarterly*, 12(1), p. 71-76.
- Krashen, S. (1989). We acquire vocabulary and spelling by reading: additional evidence for the input hypothesis. *The Modern Language Journal*, 73(4), p. 440-464.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University.
- Lightbown, M. P. & Spada, N. (2006). *How languages are learned* (3rded). Oxford: Oxford University Press.
- McDermott, J. & Hauser, M. (2005). The origins of music : innateness, uniqueness, and evolutionn.
- McCarthy, M., O’Keeffe, A. & Walsh, S. (2010). *Vocabulary Matrix: Understanding, Learning, Teaching*. Canada: Heinle, Cengage Learning
- Meara, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching and Linguistics Abstracts*, 13, p. 221-246.
- Milton, J. (2009). *Measuring second language vocabulary acquisition*. Great Britain: Short Run Press Ltd.
- Murphey, T. (1992). *Music and song*. Oxford, England: Oxford University Press.
- Nagy, W. E., Anderson, R. C. & Herman, P. A. (1985). learning word meanings from context during normal reading. *American educational research journal*, 24(2), pp. 237-270.
- Retrieved from: <http://www.jstor.org/stable/1162893>

- Nation, I. S. P. (2001). *Learning vocabulary in another language*. UK: Cambridge University Press
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher*, 62(5), p. 384-392.
- Nezhad, A. N., Moghali, M., & Soori, A. (2015). Explicit and implicit learning in vocabulary acquisition. *Asian Journal of Education and e-Learning*, 3(1), 18-25. Retrieved from www.ajouronline.com
- Nunan, D. (1991). *Language Teaching Methodology: A Textbook for Teacher*. Upper Saddle River, NJ: Prentice Hall.
- Okan, Z. (2003). Edutainment: is learning at risk? *British Journal of Educational Technology*, 34(3), 255–264. <https://doi.org/10.1111/1467-8535.00325>
- Oxford, R. L. (1990). *Language learning strategies: What Every Teacher Should Know*. Boston: Heinle&Heinle
- Pinker, S. (1999). *Words and Rules: the ingredients of language*. New York, US: Basic Book.
- Qing, M. (2009). *Second language vocabulary acquisition*. Bern, New York: Peter Lang.
- Richards, J. C. (1976). The Role of Vocabulary Teaching. *TESOL Quarterly*, 10, 77-89. <https://doi.org/10.2307/3585941>
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: an anthology of current practice*. UK, New York: Cambridge University Press.
- Richards, J. C. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed). Harlow: Longman, An Imprint of Paerson.
- Rodríguez, M., & Sadoski, M. (2000). Effects of Rote, Context, Keyword, and Context/Keyword Methods on Retention of Vocabulary in EFL Classrooms. *Language Learning*, 50, 385-412. <http://dx.doi.org/10.1111/0023-8333.00121>

- Rudzka, B., Channell, J., Putseys, Y. & Paul, O. (1981). *The Words You Need*. London:
- Sacks, O. (2009). *Muzykofilia: Opowieści o muzyceimózgu*. Poznań, Poland: Zyski S-ka.
- Sasmita, D., Jufri, &Tiarina, Y. (2013). An analysis of teachers' elicitation techniques in the classroom at SMA Pembangunan Laboratorium UNP. *Journal of English Language Teaching*, 2(1), p. 18- 27.
- Schmitt, N. (2000). *Vocabulary in language teaching*. UK: Cambridge University Press.
- Schmitt, N. (2010). *Researching vocabulary: A Vocabulary Research Manual*. Great Britain: Palgrave Macmillan.
- Schoepp, K. (2001). Reasons for Using Songs in the ESL/EFL Classroom. *ResearchGate*. Retrieved from https://www.researchgate.net/publication/309390126_Reasons_for_Using_Songs_in_the_ESLEFL_Classroom
- Scrivener, J. (2005). *Learning Teaching: A Guidebook for English Language Teachers*.
- Shen, W. (2003). Current trends of vocabulary teaching and learning strategies for EFL settings. *Feng Chia Journal of Humanities and Social Sciences*, 7, p. 187-224.
- Siek-Piskozub, T., &Wach, A. (2008). Motywującafunkcjapiosenki w nauczaniujęzykaobcego. In Z. Wąsik (Ed.), *Tom 2* (pp. 144). Wrocław, Poland: WydawnictwoWyższejSzkołyFilologicznej we Wrocławiu.
- Sokmen, A. (1997). Current Trends in Teaching Second Language Vocabulary. In N. Schmitt, & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 237-257). Cambridge: Cambridge University Press.
- Squire, L. R. (2009). Memory and brain systems: 1969–2009. *The Journal of Neuroscience*, 29(41), 12711–12716.
- Stanislawczyk, I. E., &Yavener, S. (1976). *Creativity in the Language Classroom*.

- Szpotowicz, M., Szulc-Kurpaska, M., & Pwn, W. N. (2009). *Teaching English: To Young Learners*.
- Takač, V. P., & Singleton, D. (Eds.). (2008). Vocabulary learning strategies and foreign language acquisition. Canada: Multilingual Matters Ltd.
- Thorbury, S. (2002). How to teach vocabulary. England: Pearson Education Limited.
- Vermeer, A. (1992). Exploring the second language learner lexicon. In L. Verhoeven & J. DeJong (eds), the construct of language proficiency (pp. 147-162). Amsterdam, Philadelphia : John Benjamins.
- Webb, S. (2005). Receptive and productive vocabulary learning: The Effects of Reading and Writing on Word Knowledge. *Studies in second language acquisition*, 27(1), p.33-52.
Retrieved from: <https://doi.org/10.1017/S0272263105050023>
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: MFT Press.
- Williams, M. and Burden, R. (1997) *Psychology for Language Teacher : A Social Constructivist Approach*. Cambridge University Press, Cambridge

Appendices

AppendixA : The Experiment

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' Pretest

Dear student,

You are kindly requested to answer the following pretest which is a part of exploring “*The Effects of English Songs on EFL Learners’ Vocabulary Learning*”. Please read the text and answer the questions carefully. Your feedback is valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

The text

“He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy’s parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.

The old man was thin and gaunt with deep wrinkles in the back of his neck. The brown blotches of the benevolent skin cancer the sun brings from its reflection on the tropic sea were on his cheeks. The blotches ran well down the sides of his face and his hands had the deep-creased scars from handling heavy fish on the cords. But none of these scars were fresh. They were as old as erosions in a fishless desert.

Everything about him was old except his eyes and they were the same color as the sea and were cheerful and undefeated". (Earnest Hemingway, 1952)

The questions

Activity One: check the right answer for the appropriate definition.

Q1- A light rowing boat or sculling boat, typically for one person.

a-sail **b-Skiff** **c-flag**

Q2- A stick with a hook or barbed spear, for landing large fish.

a-skiff **b-Sack** **c-Gaff**

Q3- A long , share weapon that is fixed to a rope and shot from a gun or thrown, used for hunting whales and other sea animals.

a-Harpoon **b-Gaff** **c-mast**

Activity Two: read then check "true" if the definition is right and "false" if it is wrong.

Q1- Sail: (of a person) lean and haggard, especially because of suffering, hunger, or age.

a-True **b-False**

Q2- Mast: a tall upright post, spar, or other structure on a ship or boat, in sailing vessels generally carrying a sail or sails.

a-True **b-False**

Q3- Gaunt: a piece of material extended on a mast to catch the wind and propel a boat or ship or other vessel.

a-True **b-False**

Activity Three: link each word with its synonym.

A- Wrinkles **1-Spot**

B-Blotches **2-Crease**

C-Scars **3-String**

D-Cords **4-Cicatrix**

The participant Mark _____

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' 2nd Pretest

Dear student,

You are kindly requested to answer the following pretest which is a part of exploring “*The Effects of English Songs on EFL Learners’ Vocabulary Learning*”. Please read the text and answer the questions carefully. Your feedback is valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

The text

“Today's grandparents are joining their grandchildren on social media, but the different generations' online habits couldn't be more different. In the UK the over-55s are joining Facebook in increasing numbers, meaning that they will soon be the site's second biggest user group, with 3.5 million users aged 55–64 and 2.9 million over-65s.

Sheila, aged 59, says, 'I joined to see what my grandchildren are doing, as my daughter posts videos and photos of them. It's a much better way to see what they're doing than waiting for letters and photos in the post. That's how we did it when I was a child, but I think I'm lucky I get to see so much more of their lives than my grandparents did.'

Ironically, Sheila's grandchildren are less likely to use Facebook themselves. Children under 17 in the UK are leaving the site – only 2.2 million users are under 17 – but they're not going far from their smartphones. Chloe, aged 15, even sleeps with her phone. 'It's my alarm clock so I have to,' she says. 'I look at it before I go to sleep and as soon as I wake up.'

Unlike her grandmother's generation, Chloe's age group is spending so much time on their phones at home that they are missing out on spending time with their friends in real life. Sheila, on the other hand, has made contact with old friends from school she hasn't heard from in forty years. 'We use Facebook to arrange to meet all over the country,' she says. 'It's changed my social life completely.'

Teenagers might have their parents to thank for their smartphone and social media addiction as their parents were the early adopters of the smartphone. Peter, 38 and father of two teenagers, reports that he used to be on his phone or laptop constantly. 'I was always connected and I felt like I was always working,' he says. 'How could I tell my kids to get off their phones if I was always in front of a screen myself?' So, in the evenings and at weekends, he takes his SIM card out of his smartphone and puts it into an old-style mobile phone that can only make calls and send text messages. 'I'm not completely cut off from the world in case of emergencies, but the important thing is I'm setting a better example to my kids and spending more quality time with them.'

Is it only a matter of time until the generation above and below Peter catches up with the new trend for a less digital life?"

Digital habits across generations: britishcouncil.<https://learnenglish.britishcouncil.org/>

The questions

Activity One: check the right answer for the appropriate definition.

Q1- A settled or regular tendency or practice, especially one that is hard to give up.

a-Adopt

b-Affair

c-Habit

Q2- Become or make greater in size, amount, or degree.

a-Habit

b-Increase

c-Ironic

Q3- happening in a way contrary to what is expected

a-Ironic

b-Constant

c-Addict

Activity Two: read then check "true" if the definition is right and "false" if it is wrong.

Q1- spend: organize or make plans for (a future event).

a-True

b-False

Q2- arrange: the need or strong desire to do or to have something, or a very strong liking for something.

a-True

b-False

Q3- addict: pass (time) in a specified way or in a particular place.

a-True

b-False

Activity Three: link each word with its synonym.

A-Adopt

1- Embrace

B-Constant

2- Continuous

C- Catch

3- Grasp

D-Matter

4- Affair

The participant Mark _____

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' 1st Post-test

Dear student,

You are kindly requested to answer the following pretest which is a part of exploring “*The Effects of English Songs on EFL Learners’ Vocabulary Learning*”. Please listen to “Believer” by Imagine dragons and answer the questions carefully. Your feedback is valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

The questions

Activity One: check the right answer for the appropriate definition.

Q1- A piece of material extended on a mast to catch the wind and propel a boat or ship or other vessel.

a- Flame

b- Sail

c- Dove

Q2- A large number of people or objects crowded together.

a- Masses

b- Veins

c- Poems

Q3- Any of the tubes forming part of the blood circulation system of the body, carrying in most cases oxygen-depleted blood towards the heart.

a- Ashes

b- Crowds

c- Veins

Activity Two: read then check “true” if the definition is right and “false” if it is wrong.

Q1- Dove:(of a person or animal) have severe difficulty in breathing because of a constricted or obstructed throat or a lack of air.

a-True

b-False

Q2- Choking: a stocky bird with a small head, short legs, and a cooing voice, feeding on seeds or fruit. Doves are generally smaller and more delicate than pigeons, but many kinds have been given both names.

a-True

b-False

Q3- Ashes:the powdery residue left after the burning of a substance.

a-True

b-False

Activity Three: link each word with its synonym.

A- Drown

1- Fire

B- Ebbing

2- Suffocate in water

C- Inhibited

3- Reticent

D- Flames

4- Receding

The participant Mark _____

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' 2nd Post-test

Dear student,

You are kindly requested to answer the following pretest which is a part of exploring “*The Effects of English Songs on EFL Learners’ Vocabulary Learning*”. Please listen to “Runaway” by Aurora and answer the questions carefully. Your feedback is valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

The questions

Activity One: check the right answer for the appropriate definition.

Q1- A loose granular substance, typically pale yellowish brown, resulting from the erosion of siliceous and other rocks and forming a major constituent of beaches, river beds, the seabed, and deserts.

a- Sand

b- Shelf

c- Soft

Q2- A very large expanse of sea.

a-Sand

b- Ocean

c- Patient

Q3- A flat length of wood or other rigid material, attached to a wall or forming part of a piece of furniture, that provides a surface for the storage or display of objects.

a- Shelf

b- Ocean

c- Climb

Activity Two: read then check “true” if the definition is right and “false” if it is wrong.

Q1- Vanish : disappear suddenly and completely.

a-True **b-False**

Q2- Climb : express dissatisfaction or annoyance about something.

a-True **b-False**

Q3- Complain : go or come up.

a-True **b-False**

Activity Three: link each word with its synonym.

A- Belong **1- Uncomplaining**

B- Sorrow **2- Sadness**

C- Patient **3- Be owned by**

D- Soft **4- Mushy**

The participant Mark _____

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' 3rd Post-test

Dear student,

You are kindly requested to answer the following pretest which is a part of exploring “*The Effects of English Songs on EFL Learners’ Vocabulary Learning*”. Please listen to “Rolling in the deep” by Adele and answer the questions carefully. Your feedback is valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

The questions

Activity One: check the right answer for the appropriate definition.

Q1- An abnormally high body temperature, usually accompanied by shivering, headache, and in severe instances, delirium.

a- Despair

b- Rolling

c- Fever

Q2- Put (something) down gently or carefully.

a- Fever

b- Lay

c- Spread

Q3- Moving by turning over and over on an axis.

a- Lay

b- Rolling

c- Gain

Activity Two: read then check “true” if the definition is right and “false” if it is wrong.

Q1- Depth: the distance from the top or surface to the bottom of something.

a-True

b-False

Q2- Despair: the complete loss or absence of hope.

a-True **b-False**

Q3- Blessings: god's favour and protection.

a-True **b-False**

Activity Three: link each word with its synonym.

A- Throw **1- Sadness**

B- Sorrow **2- Toss**

C- Reap **3- Spread**

D- Sow **4- Gain**

The participant Mark _____

Appendix B: Students' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language

Students' Questionnaire

Dear participant,

You are kindly requested to answer the following questionnaire which aims at exploring “*The Effects of English Songs on EFL Learners' Vocabulary Learning*”. Please answer the questions carefully through ticking in the right circle. Your feedback is very valuable for planning future instructions, and it will provide a great help for us.

Thank you in advance for your collaboration.

Part One: General Information

Q1- Specify your gender

a-Male

b-Female

Q2- Specify your level in English

a-Good

b-Average

c-Less than average

Part Two: Listening to English language songs

Q3- Do you listen to English songs?

a-Yes

b-No

Exception; if no, you are concerned only with question eleven (11), thirteen (13), fourteen (14), and you may declare why in the comments space at the end.

Q4- Which kind of songs do you listen to? (You may choose more than one option)

a-English Pop songs

b-English classical songs

c- Jazz/Blues English songs

d-English Rap songs

d- Others:

Q5- Why do you listen to English songs?

a-Entertainment

b-To learn English

Q6- What advantages do you think listening to English songs have on learning vocabulary?

a-Practical use b-The “anytime, everywhere” feature

c-Others:

Part Three: English Language Vocabulary Learning

Q7- How often do you listen to English songs for learning vocabulary?

a-Always b-Often c-Rarely d-Never

Q8- Which aspects of English Language you intend to improve when listening to English songs? (You may tick more than one option)

a-Listening b-Vocabulary c-Speaking d-Grammar

f- Others:

Part Four: Vocabulary Acquisition

Q9- Do you use English songs to acquire new vocabulary items?

a-Yes b-No

Q10- How do you acquire new vocabulary items using English songs? (you may tick more than one option)

a-Reading the lyrics b-Just through listening c-Rewriting the lyrics

f- Others:

Q11- Please, select the scale of agreement from the statements below:

	disagree	Neither disagree nor agree	agree
I believe that listening to English songs effective for vocabulary learning			
Listening to English songs offers a good opportunity to vocabulary learning that traditional methods cannot offer			

Q12- (Referring to the five tests that you had) What was more motivating for you?

a-Listening to songs b-Reading texts

Q13- (In oral expression sessions) Does your teacher use listening to English songs as a tool to teach vocabulary?

a-Very often b-No c-Sometimes

Q14- Do you like to see teachers/instructors use English songs in Oral Expressions' sessions to teach vocabulary?

a-Yes b-No c-Not necessary

If no, explain why:

If you do have any comments with regard to the study, please feel free to write them down.

.....
.....

المخلص

يعد إتقان الكفاءة التواصلية نقطة مهمة للنجاح في تعلم لغة أجنبية. يبدو أن غالبية متعلمي اللغة الإنجليزية كلغة أجنبية قد يواجهون بعض الصعوبات في تعلم المفردات التي تشكل جزءًا رئيسيًا من أي اتصال ناجح. إدراكًا لأهمية المفردات لمتعلمي اللغة الإنجليزية كلغة أجنبية ، وفي محاولة لإيجاد طرق لتحسين إكتساب المفردات ، يهدف هذا العمل إلى استكشاف تأثير استخدام الأغاني الإنجليزية كأدوات تعليمية داعمة في تعزيز تعلم المفردات. تفترض الدراسة أن استخدام الأغاني الإنجليزية كمواد تعليمية سيحسن تعلم مفردات متعلمي اللغة الإنجليزية كلغة أجنبية. لاختبار صحة الفرضية ، تم استخدام أداتين لجمع البيانات. تم إجراء تجربة بتصميم مجموعة التحكم قبل الاختبار وبعد الاختبار واستبيان متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى في جامعة بسكرة لفحص تأثير الأغاني الإنجليزية على تعلم المفردات وتسهيل الضوء على وجهات نظرهم ومواقفهم تجاه استخدام الأغاني في فصل اللغة الإنجليزية كلغة أجنبية. أظهرت النتائج أن الأغاني الإنجليزية لها تأثير إيجابي إحصائيًا على تحسين تعلم المفردات. وبالتالي ، أثبتت هذه الأداة المقترحة أهميتها في تعزيز إتقان المفردات لدى المتعلمين. علاوة على ذلك ، أظهر المتعلمون مواقف إيجابية تجاه استخدام الأغاني كأدوات تحفيزية تعليمية في عملية التعلم. تختتم الأطروحة ببعض الاقتراحات والتوصيات الموجهة لتحسين عملية التدريس / التعلم الشاملة للغة الإنجليزية كلغة أجنبية.

