Mohamed Khider University of Biskra
Faculty of letters and languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
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On: Saturday, 22 June 2019

Enriching EFL Middle School Learners' Vocabulary through the Use of Pop Songs

The Case of Third Year Pupils at Awragh Sisters Middle School in Biskra

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Academic Year: 2018/2019

Declaration

I, **LEKSOURI Khaoula**, do declare that the work I have presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree. This work was carried out and completed at MOHAMED KHEIDER University of BISKRA, ALGERIA.

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Dedication

This humble research work is dedicated to:

*My **mother Nora** and my **father Mahmoud***

For their unconditional love, Precious support

and faithful trust since the day I was born.

*To my older **brother Dirar** whom I wish was*

*here with me today. To my younger **brother***

Mouiz** for his continuous help. To my **cousin

***Halimi Roufaida** for her encouragement when I*

*needed her. For **Mezhoud Malika**, the best*

friend I shared my university journey with her

with its ups and downs. Last but not least, to

*the sweetest person I came across, **Chekkal***

***Naouel** may Allah bless her beautiful soul.*

*And to **all** those whom I love and cherish*

Thank you!

Acknowledgments

Abstract

Though vocabulary is important in the accomplishment of appropriate and efficient communication for foreign language, it is noticed that the majority of English foreign language (EFL) learners are not able to interact orally because they lack vocabulary. This may be because of the teaching strategies used by the teacher or the limited exposure of the target language. Accordingly, the present study seeks to investigate the role of English pop songs as a teaching material to enrich EFL middle school learners' vocabulary. We hypothesized that if EFL learners listen to pop songs, they will benefit and enrich their vocabulary as well as have positive attitudes on using pop songs in the classroom. To test the hypothesis, the researcher adopted a mixed method approach and opted for three data collection tools which included a pretest to evaluate the pupils' vocabulary and a post-test to determine their development as well as a classroom observation to observe their progress and a questionnaire to investigate pupils' attitudes and perceptions. The target population for this study was third year pupils at Awragh Sisters' middle school in Biskra, which consisted of 96 pupils. However, only one group of 33 pupils was conveniently chosen to be our sample. The group was taught vocabulary through pop songs for six sessions. After the interpretation of the data quantitatively and qualitatively, the findings revealed that the t-value is (14.59) and the corresponding p-value is (Sig=.000) which is less than p-value 0.05. In addition, the observed statistics (14.59) is greater than the critical value (1.69). As a result, we concluded that this increase was 95% due to the use of pop songs. Therefore, the alternative hypothesis 'if EFL learners listen to pop songs they will benefit and enrich their vocabulary as well as have positive opinions on using pop songs in the classroom' was confirmed. This justifies the effectiveness of using pop songs as a pedagogical technique to enrich EFL middle school learners' vocabulary.

Key terms: EFL pupils, pop songs, vocabulary.

List of Abbreviations and Acronyms

BD: Bilingual Dictionary

C.D: Compact-Disc

EFL: English Foreign Language

L1: First Language

L2: Second Language

MD: Monolingual Dictionary

MI: Musical Intelligence

MS: Middle School

OAL: Oxford Advanced Learners Dictionary

P: Page

PDP: Pre-During-Post Listening

RH: Research Hypothesis

RQ: Research Question

SMD: Standard Monolingual Dictionary

&: And

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GENERAL INTRODUCTION

1. Background of the Study

Due to its increasing use as the first international language, English is now considered a language everybody has to master. Apart from our mother tongue, we need to have a common language which enables us to communicate with other parts of the world. It is important to have a good English language because an effective communication can reach people better. Therefore, to be proficient, English foreign language (EFL) learners has to master the four basic language skills listening, speaking, reading and writing besides to language components grammar, pronunciation, spelling and vocabulary. Among these components, vocabulary is crucial to be acquired by learners because the more words they know, the more they are able to comprehend what they hear or read and to convey their thoughts and feelings.

The present study attempts to enrich EFL learners' vocabulary through the use of pop songs. It also seeks to reduce learners' psychological barriers, such as anxiety and low self confidence through listening to pop songs as an endeavor to get learners moved and motivated by the singers, the music, the variety of rhythm and the popular themes. Therefore, we aim through this study to investigate the effectiveness of using pop songs to enrich EFL middle school learners' vocabulary.

2. Statement of the Problem

Because of the importance of English language as the international language of communication, EFL learners must have a wide range of vocabularies in order to understand and speak the language. Therefore, learners with good vocabulary are assumed to be more engaged in the learning tasks; consequently, they have more chances to be competent language writers and communicators. Apparently, the majority of EFL learners lack a decent range of vocabularies because of the limited vocabulary exposure in the target language. Thus, it is important to denote that enriching the learner's vocabulary is crucial in foreign language learning.

Another noticed problem is that the majority of EFL learners often refer to their first language to manage breakdowns and blockades during speaking. They struggle to communicate what they are thinking. As a contrary to what is supposed to be, most of EFL learners do not read or listen much in the target language. As a consequence, they

encounter a distress to use the right words in the right context. Moreover, they cannot distinguish the appropriate and actual meaning of certain words which leads them to use the same words they know over and over again. A lack of descriptive words, adjectives and adverbs means sticking to a few ranges of words.

It is important to know that EFL learners have restricted exposure to the target language since English is a foreign language in the community. Thus, it is necessary to afford effective classroom techniques for learners. In that matter, the present study suggests the use of English pop songs as a material to enrich and enhance EFL learners' vocabulary. Pop songs provide an outstanding means of repeating, reinforcing, and enlarging vocabulary and are suitable for young learners. Furthermore, pop songs are comprehensible, enjoyable, and full of authentic vocabulary they need.

3. Significance of the Study

The present study would offer assistance to the language teaching field. Since the method used by the teacher has an impact on teaching, this study aims to prove that the implementation of pop songs as a technique may contribute in the enrichment of middle school pupils' vocabulary as well as motivate and engage them in the learning process.

4. Aims of the Study
4.1. General Aim

The general aim of this study is to analyze the usefulness of using pop songs by EFL teachers to improve their EFL learners' vocabulary.

4.2. Specific Aims

This study also aimed to:

1. Involve and motivate learners.
2. Create an atmosphere of joy in the classroom.

5. Research Questions

This research seeks to answer the following questions:

1. Do pop songs help EFL pupils enrich their vocabulary?
2. How can teachers use pop songs to enrich EFL pupils' vocabulary?

3. What are EFL pupils' attitudes towards the use of pop songs in the classroom?

6. Research Hypothesis

Based on the above research questions, we hypothesis that if we use pop songs in the classroom:

EFL pupils will enrich their vocabulary and have positive opinions on using pop songs in the classroom.

7. Research Methodology
7.1. Research Approach

For the present study, we opted for a mixed method approach since it is the most suitable to our research. It aims to describe the independent variable that is the use of songs and the dependent one that is enrichment of EFL learners' vocabulary.

7.2. Research Design

This research is based on a case study and an experiment on one group before and after being exposed to pop songs.

7.3. Data Collection Tools

To collect the required data for this study, we used the following data collection methods: A test, classroom observation and a pupils' questionnaire.

7.4. Data Collection Procedures

In the present study, we worked with one group 3MS2 consisting of 33 pupils. First, the pupils sat for a pretest to test their vocabulary enrichment. Then, they were put under 6 sessions of treatment in which they were exposed to pop songs in order to develop their vocabulary. We have chosen three popular pop songs, devoting one song for each two sessions in order to avoid pupils' boredom. After the treatment, the pupils sat for a posttest to evaluate their progress. Moreover, they answered a questionnaire to give their attitudes and opinions about the use of pop songs as a classroom material for enriching their vocabulary.

7.5. Data Analysis Procedures

In order to compare the data gathered from the pretest and the posttest, a quantitative method was the most appropriate whereas a qualitative method is suitable for the description of the questionnaire and the classroom observation.

8. Population and Sampling

The population was third year level at Awragh Sisters' middle school in Biskra which consisted of 96 pupils. Our sample included only one group which consisted of 33 pupils. The pupils of the sample have been chosen conveniently.

8.1. Sampling Technique

The researcher opted for a convenience sampling because it is the most suitable for the present study. We chose this technique because of the easy access to pupils. All of the class of 3MS2 will equally be put under treatment and observation.

9. Structure of the Dissertation

The present study consisted mainly of two main parts, which are the Theoretical Part and Practical Part. The dissertation is divided into three chapters. The first and second chapters provided a literature review about the importance of vocabulary and the use of pop songs in EFL classes; whereas, the third chapter is devoted to the fieldwork and the analysis of the collected data.

Chapter One

This chapter provides an overview about vocabulary, including its definition and importance. Moreover, it highlights the criteria for vocabulary selection. The chapter also presents the elements of word knowledge besides types of vocabulary, and the strategies for teaching vocabulary. It also spots light on the major vocabulary learning difficulties that EFL learners may encounter and how they can be assessed.

Chapter Two

This chapter discusses the theoretical concept of using pop songs to enrich EFL learners' vocabulary. It highlights the role and importance of songs. In addition, it provides the advantages of using pop songs in the classroom. This chapter also discusses how pop

songs can enhance learners' desire to learn. Moreover, it presents the criteria for selecting pop songs, and how to develop them into classroom activities.

Chapter Three

This chapter is devoted to the field work and the analysis of the data collected through the test, classroom observation and the pupils' questionnaire. First it reviews a theoretical background of research methodology. Moreover, it discusses the applied research methodology for the study. The chapter also presents the findings and discussion of results. Finally, it suggests some recommendations.

CHAPTER ONE

THE IMPORTANCE OF VOCABULARY

Introduction

Vocabulary is a crucial component within the language skills; therefore, it is considered the most fundamental aspect in the process of teaching and learning a foreign language. This chapter will be devoted to the importance of vocabulary to EFL middle school learners. First, it will review the definition of vocabulary. Then, it will distinguish between the types of vocabulary and explain the elements of word knowledge. Next, the chapter will tackle vocabulary description. Also, it will identify the criteria for vocabulary selection. Moreover, it will describe the process of learning vocabulary as well as the difficulties in learning. This chapter will also highlight the purpose for teaching vocabulary. Finally, the strategies for teaching and the techniques involved will be pointed out as well.

1. Definition of Vocabulary

Vocabulary is a group of known words within a person's language. It is developed through the years and it is an important and fundamental tool for communicating and acquiring knowledge. Yet, it is still too difficult to define vocabulary because it is related to different views about its nature and use. According to Hatch and Brown (1995), vocabulary is a set of words which people use to speak a language.

Ur (1996, p. 60) writes that: "vocabulary can be defined, roughly, as the words we teach in the foreign language". However, she clarifies that vocabulary is too broad to be defined by a word. Words sometimes are used to represent an idea, for example over-the-counter, middle class. In these words there are two or three words used, but still, they represent one meaning. Ur (1996) also points out multi-word idioms; for instance, 'call a day', in which the meaning is not possible to be guessed only by knowing the meaning of given words.

Flohr (2008) said: "vocabulary is the collocation of words which are part combination of words" (p. 4). In other words, vocabulary is a group of words joined together as a single word to express one meaning.

To summarize the above definitions, we can say that vocabulary is the set of words that differ from one language to another and these words convey meaning through which individuals communicate their thoughts and ideas.

2. What Is a 'Word'?

McArthur (1992) defined the 'word' as "a combination of vocal sounds, or one such sound, used in language to express an idea" (p. 119). This means that a word is a cluster of letters that are combined together as a single unit to transmit meaning. In order to use words correctly in a language, Learners must recognize the different aspects of a word including pronunciation, spelling and form. Nation (2001) states: "Words are not isolated units of language, but fit into many interlocking systems and levels" (p. 23). It is important to comprehend both the form and the meaning of a word because knowing the form by itself will not convey meaning (Thornbury, 2002).

3. Importance of Vocabulary

Nowadays, teaching vocabulary in EFL classrooms is very important. Lewis (1993) insists that vocabulary should be at the center of language teaching. He also believes that learning language grammar is not sufficient. In other words, EFL learners can convey meaning without using correct grammatical sentences. This proves that learning a language goes with knowing its vocabulary more than its grammar.

McCarthy (1990, p. viii) states that: "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meaning, communication in L2 simply cannot happen in any meaningful way". Thus, the goal of vocabulary teaching shown in this citation is having to ability to communicate. The author underlines the importance of vocabulary over grammar and pronunciation. Next, he also adds that vocabulary often seems to be the least well catered for of all the aspects of learning a foreign language (McCarthy, 1990).

Vocabulary is important because usually EFL learners face problems in communicating with native speakers not because they do not master grammatical rules, but mainly because their vocabulary repertoire is poor.

If you spend most of your time studying grammar, your English will not improve very much, you will see most improvement if you learn more words and expressions.

You can say very little with grammar, but you can say almost anything with words. (Wilkins, 1972, p. 111)

4. Types of Vocabulary

Alongside with the form and meaning of word knowledge, there are also two types of vocabulary namely receptive and productive vocabulary. Thus, it is important to differentiate between receptive and productive vocabulary when planning for vocabulary learning and teaching.

4.1. Receptive Vocabulary

According to Nation, he states: "receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning" (2001, p. 25). Beyond question, a lot of people's everyday use of vocabulary is automatic and fluent. McCarthy (1990) believes that people have really fast retrieval skills. According to him, receptive retrieval deals with matching spoken or written input to its stored sound and orthographic templates and their related explanations. In addition, retrieving the appropriate meaning relies on matching verbal input with features of the context and going very quickly to the appropriate definition (p. 43).

4.2. Productive Vocabulary

Benjamin and Crow (2010, p. 42) insist: "you are in the productive control of words that you use to express yourself, in speech or in writing". Also, productive retrieval takes the opposite path of the receptive retrieval. In other words, meanings have to be given forms which may be simple words, derivatives, compounds, fixed collocations or some binomials (McCarthy 1990, p. 45). Interestingly, transition of a vocabulary item from a learner's receptive vocabulary to his productive one is a progressive development. Regularly reading or hearing the word over a period of time is usually the most common way in which this transition happens.

Figure 1: The aspects that encounter the concept of vocabulary
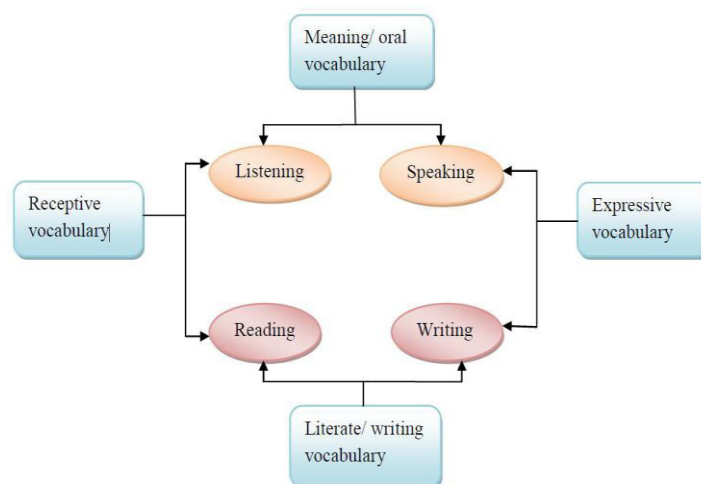
Source: Pilulski, J. J. and Templon, S., 2004, p. 02

5. Elements of Word Knowledge

Every word in language has its own characteristics that make it different from other words. Nation (2001) claimed that there are two types of word knowledge receptive and productive. The first for instance is the ability of knowing a word when hearing it, and knowing the way it is written in order to recognize it in reading. However, the second includes knowing the pronunciation of a word and how to write it. Hence, he explained that in order to know a word, it is important to know its form, its meaning and its use. These aspects are presented in the following table:

Table 1: Aspects involved in 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 recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items 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?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	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 often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Source: Nation, 2001, p. 2

5.1. Form

The spoken form of a vocabulary requires first being able to identify the word when it is heard and second being able to produce the oral form in order to convey meaning. The knowledge of the spoken form may be broken into many parts. For example, the 'tip of the tongue phenomenon' has revealed some of this scholarship. This phenomenon occurs when a learner fails to remember a well-known word and searches brain for it (Nation, 2001, p. 40).

5.2. Meaning

Ur (1996, p. 61) distinguishes three aspects of word meaning: denotation, connotation and appropriateness. Denotation is the representation of something that exists in real world, for instance, 'dog' is a kind of a domestic animal. The next element of meaning is connotation. This concept identifies the positive or negative feelings a word stimulates. For example, the word 'dog' has positive connotations of loyalty and friendship. The third aspect is appropriateness. This has to do with knowing whether a word is appropriate for a specific situation or not (ibid). Thus, it is important for a learner to know whether the word he is using is common, rare, or maybe taboo.

Here are some of these basic meaning relationships presented by Thornbury (2002, p. 9) and Ur (1991, p. 62):

a. Synonyms: words which share a similar or the same meaning. For example: 'Old', 'ancient', 'aged', 'elderly' and 'antique' are all the synonyms of 'not young/new', however, we say an old record player rather than an elderly record player.

b. Antonyms: words which are opposite in meaning. For example: 'Rich' is the opposite of 'poor'. Likewise synonyms, antonyms are not always the same. The opposite of an old woman is a young woman, but when speaking about a record player, we say a new record player instead of a young one.

c. Hyponyms: words that share specific examples of a general conception. For instance, 'dog', 'lion', 'mouse' are hyponyms of animal.

d. Co-hyponyms or co-ordinates: other vocabulary items that are the 'same kind of thing'; blue, red, green are co-hyponyms or co-ordinates.

e. Super-ordinates: general ideas that cover particular items. 'Animal' is super-ordinate of mouse, dog, lion.

f. Translation: expressions or words which in the learner's mother tongue more or less serve as the meaning of a given item in the taught language.

Apart from the basic meaning relationships mentioned by Ur (1991, p. 62) and Thornbury (2002, p. 9), Scrivener adds more features about word knowledge. Table 2 below presents more information about word knowledge, Scrivener (2005, p. 247-248) mentions colligation, which tells you where a word usually takes place in a sentence. Scrivener suggests that a learner should pay attention to the stressed syllables, the part of speech of the given lexical item. Moreover, when learning words, there are some vocabulary items which look similar to words in mother language but they may mean completely something else than they would suggest (ibid).

Table 2: What are some things you can know about a lexical item?

You can know ...	Notes
how it's spelled	
the number of syllables	
phonemes	The sounds that make up the word
which syllables are stressed	Short words usually have one main stress; longer words may have a number of secondary stresses, too.
which stresses are stronger or weaker	
what part(s) of speech it is	
grammatically related forms	e.g. the past-tense form of a verb
the basic, 'core' meaning	e.g. table = piece of furniture with a flat surface and legs
other meanings	
the 'semantic space' it occupies	Where the meaning of one word ends and another begins; for example, *fence/wall/ hedge*
metaphorical meanings	e.g. the uses of 'water' words to talk about business: *drowning in debt, cash flow*, etc.
connotation	The associations and 'feelings' that seem to attach to words quite apart from their literal, 'dictionary' meaning, e.g. *junkie* sounds more disapproving than *drug user*.
appropriacy for certain social situations, contexts, etc.	e.g. It may not be appropriate to call a job interviewer *mate*.
restrictions on meaning	Things that the item cannot be used for
immediate collocates	Words that typically go with the word
collocational field	The range of words that an item collocates with
colligation	The grammatical position in a sentence that the word typically takes, and the grammatical patterns that typically go with this item.
common chunks, phrases, idioms it appears in	→

Source: Scrivener, 2005, p. 247-248

5.3. Use

According to Nation (2001, p. 27), the use of words is based on some knowledge such as: grammatical functions, collocations and constraints on use. First, to know words, it is necessary to know how to use them in a sentence. Second, collocation means to know the words that can be used appropriately with other words in the language. Finally, there are words which are influenced by constraints that change their meaning whereas others remain neutral, for example, formal/ informal, polite/impolite.

Nation (2001) also distinguished the different kinds of learning and types of activities. Primarily, if the form of a word is practiced, learning should be implicit and concentrated on noticing, whereas if the meaning of a word is learnt, the author proposes using images. For grammar collocation, he suggests implicit learning through repetition as shown in the table below.

Table 3: Kinds of vocabulary knowledge and the most effective kinds of learning

Kinds of knowledge		Kinds of learning	Activities
Form		implicit learning involving noticing	repeated meetings as in repeated reading
Meaning		strong explicit learning	depth of processing through the use of images, elaboration, deliberate inferencing
Use	grammar collocation	implicit learning	repetition
	constraints on use	explicit learning	explicit guidance and feedback

Source: Nation, 2001, p. 35

6. Vocabulary Description

Two branches are responsible for the study of forms, meanings and use of vocabulary, which are: lexicography and lexicology.

6.1. Lexicography

MacArthur (1991) said that lexicography is "the procedure and profession of arranging and describing items of vocabulary in such works of reference as dictionaries, glossaries, thesauruses, synonym guides, usage guides, and concordances". (p. 600). This explains that Lexicography is concerned with dictionaries, both with the processes of writing and compilation of dictionaries.

Moreover, dictionaries include information of the word: involving the meaning, pronunciation, part of speech, grammatical features, common collocation, examples and opposites of word (Redman 1997). In addition, learners use dictionaries as a reference in the classroom to understand meaning of words (Hedge, 2000). According to Thornbury (2002) dictionaries help learners to check spelling of words, search the meaning and to memorize words.

6.2. Lexicology

Lexicology is the study of the vocabulary or lexicon of a given language. It deals not only with simple words, but also with complex and compound words. According to Amvela and Jackson (2000), lexicology is interested in: word category, word formation and word meaning.

6.2.1. Word Category

According to Thornbury (2000) a word can function differently in a given text. He divided them into eight word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions and determiners.

6.2.2. Word Formation

The formation of words is divided into three classes: affixation, conversion and compounding.

6.2.2.1. Affixation

One of the ways of enlarging vocabulary is through knowledge of word building devices like affixes. Gaining control over affixes helps understand know words by relating them to known words or prefixes and suffixes and helps us build new words (Nation, 2001). In fact affixation is the best way for creating new words (Yule, 2006).

Thornbury (2002) believed that through the affixation new words are created with other different meanings. All affixes have to be attached to words (Suffixes are added at the end of the root while prefixes are added at the beginning of the word). In addition, there are grammatical and lexical affixations. The grammatical affixations are all suffixes and they are inflectional. Their number is limited to eight according to Yule (2006) and nine according to Kenworthy (1991). They change the grammatical form of a word

(listened, listens, listening. The lexical affixations are all derivational. They can be suffixes, which usually change the part of speech (friendly, friendship) or prefixes which usually change the meaning of a word (unfriendly, bicycle, anti-bacterial, post-war).

6.2.2.2. Conversion

Conversion is creating a new word without making any change on it, for example, the bottle/to bottle and the file/to file (Plag, 2002). The conversion can be from a noun to verb, verb to a noun, adjective to verb, adjective to noun. Thornbury (2002) added that there are some nouns which play the role of verb or noun, and verb function as noun or verb according to the use.

6.2.2.3. Compounding

Compounding is to create a new word through combining two or more words together, for example, grasshopper. Besides, compounding possibly can be formed by noun+ noun, noun+ verb + er, for example, sunglasses-holder (Thornbury, 2002).

6.2.3. Word Meaning
6.2.3.1. Synonymy

Synonyms are linguistically different words but meaningfully the same. In other words, synonyms refer to a word having the same or nearly the same meaning as another word in the language. According to Gairns and Redman (1986) synonymy is a speed way for teaching new words.

6.2.3.2. Antonymy

Thornbury (2002) stated that antonymy is words that have different sense, such as happy and sad. According to Gairns and Redman (1986) antonymy is the opposite of meaning of words.

6.2.3.3. Hyponymy

Hyponymy is a word that contains sub words in form of hierarchy (Hedge, 2000). Besides, Sarkar (2016) defines Hyponyms as words which subclass from another word. He illustrates this definition by an example of fruit, which is hyponym, and word mango, orange, and pears would be possible hyponyms. Gairns and Redman (1986) stated that 'cow ', 'horse','pig', and 'dog' these are hyponyms of the super-ordinate 'animal'.

Figure 2: Hyponymy
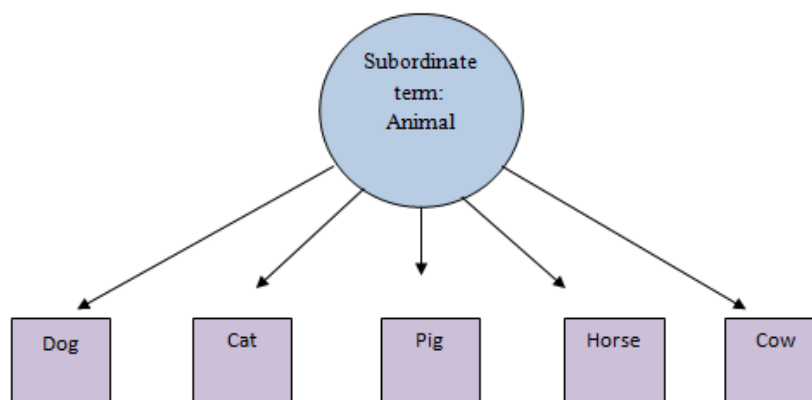
Source: Gairns & Redman, 1986, p. 24

6.2.3.4. Polysemy

Polysemy is when one word has multiple meanings that differ contextually (Thornbury, 2000). For example, she had long fair hair. / My pig won first prize at Skipton Fair. Moreover, Gairns and Redman (1986) assumed that it is important to be aware of words boundaries. In other words, to distinguish between the words which have the same form but convey multiple meanings. For example, head of person, head of pin and head of organization.

7. Criteria for Vocabulary Selection

One of the most important and difficult aspects in the teaching process is teaching vocabulary. EFL teachers should be aware of their students' differences and consider several criteria when selecting the appropriate vocabulary to be taught.

7.1. Frequency

Teachers should think about the number of occurrences of words in the target language. The more iterated a word is, the more useful it becomes. According to McCarthy (1990, P. 66), "it seems self-evident that the most frequent words in any language will be the most useful ones for the learners of that language, and therefore, the best to start off with, in order to give the learner a basic set of tools for communication."

7.2. Need and Level

Four questions are proposed by Allen (1983, p. 108) in order to anticipate learners' vocabulary needs. The first question is concerned with the words that students must know in order to talk about things, people and events in the place where they study and live. Next, which words must learners know as to respond to commands, routine directions and classroom instructions such as 'Raise your hand', 'write down your lesson' should be learnt early, so that will always be given in the target language. The third question should answer whether words are needed for certain classroom experiences like describing, writing a letter or classifying different animals. Finally, the author writes about students' particular academic interests who will specialize in science need words dissimilar to those who want to start business careers (ibid).

7.3. Learnability and Coverage

Another two important aspects in vocabulary selection are learnability and coverage. Learnability of vocabulary is not unconnected with the notion of frequency; consequently, the most repeated words are absorbed and learnt because they occur routinely. However, McCarthy (1990) describes the problems connected with learning new words:

    a. Spelling difficulties (even with native speakers)
    b. Phonological problems (words containing awkward clusters of sounds)
    c. Perceiving words as very close in meaning (example of make and do)

7.4. Cultural Factors

A further principle to be considered is the question of cultural differences. Gairns and Redman (1992) think that one drawback of word-counts is that being based on the utterances of native speakers they will reflect the cultural interests of these speakers. However, such interests may not be shared by L2 learners who may desire to express ideas and some experiences outside those of a native speaker.

8. Process of Learning Vocabulary

According to Grauberg (1997, p. 15) the process of learning vocabulary involves four stages.

8.1. Discrimination

This involves being able to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing. As will be seen later, failure to discriminate is a frequent source of error.

8.2. Understanding Meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

8.3. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

8.4. Consolidation and Extension of Meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved then words would not be forgotten and need to be relearned. As it is, however, it appears that words are absorbed slowly overtime, and that only gradually do they become fully integrated into the learner's personal stock of words, when he can use them with the same sort of fluency that characterizes the words he uses in his native language (Meara, 2005 as cited in Grauberg 1997, p. 22).

9. Difficulties in Learning Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that are faced by EFL learners. Thornbury (2002, p. 27) proposes some factors that make some words more difficult as follows:

9.1. Pronunciation

Thornbury (2002) believes that words that are difficult to pronounce are more difficult to learn. According to him, learners cannot recognize some words' pronunciation because in English language, some words are not pronounced as they are written. Besides

to some words that contain clusters of consonants and words that consist of unfamiliar sounds to the learner. Thus, the pronunciation of certain words can be a major problem for EFL learners.

9.2. Spelling

Spelling can contribute in words' learning difficulty. Thornbury (2002) remarks that words that contain silent letters are particularly problematic, for example, foreign, listen, headache, climbing, bored, and honest.

9.3. Grammar

Another difficulty is within the grammar associated with the word, especially if this differs from that of its first language (L1) equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an 'ing' form (swimming) can add to its difficulty. Furthermore, Gairns and Redman (1986) claimed that teachers exemplify grammar rules through vocabulary; they teach for example plural through vocabulary.

9.4. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire (Thornbury, 2002).

9.5. Length and Complexity

Thornbury (2002) claimed that learning complex words tend to be difficult than learning short ones. According to him short English words are the most useful than long words.

9.6. Range, Connotation and Idiomaticity

Generally words with a wide range of contexts are easily perceived than others with a narrow range. For example, the verb 'put' can be used in various contexts in comparison with other such as 'impose' and 'place'. Moreover, words with a connotative meaning may cause difficulties too. Thus, the word 'propaganda' has a negative connotation in English language however its synonym is simply the word 'publicity'. Finally, idiomatic

expressions such as 'make up your mind' and 'keep an eye on' are usually more difficult to learn compared to simple words as 'decide' and 'watch'.

The easiness or difficulty of a vocabulary item depends on a number of factors. Gower, Philips and Walters (1995, p. 143) explained what makes a vocabulary item easy or difficult:

a. The similarity of vocabulary items between students' first language and the English language are not helpful however they mislead them.

b. Similarity between words that are already known to the student, for example, a student should recognize the meaning of the word 'unfriendly' if they have already encountered the word 'friendly'.

c. Words' connotation is another difficult problem. Students must distinguish between the negative and positive connotation of word to a native speaker. For example, both the words 'skinny' and 'slim' are used to describe a thin person, however, each one of these words have a different connotative meaning which is conveyed through the speaker's intended attitude.

d. The spelling and pronunciation of English words sometimes causes difficulties and confusion for students as well as particular spelling patterns. For example, many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough and thorough.

e. Multi-word item such as compound nouns and phrasal verbs, the latter are notoriously difficult for English learners because they are made of simple words.

f. How a word collocates with another one is another difficult aspect. For example, we say 'people are injured or wounded' and we say 'things are damaged'. We can also say 'it is a light wind' but we do not say 'it is a weak wind'.

g. The appropriate use of vocabulary is very important. Students must know the appropriate word and expression to use in particular contexts. For example, we can say 'he is pushing fifty' but pushing is only used in this way with older people. We cannot say 'he is pushing three'. Also it is important that students distinguish between formal and informal style (Gower, Philips and Walters, 1995, p. 143).

10. Purpose of Teaching Vocabulary

Even though vocabulary teaching is one of the most complex challenging tasks for teachers, however, they emphasize its importance in language learning (Walters, 2004). Students require learning vocabulary instruction in order to use the language skills accurately. Pikulski and Templeton (2004) mentioned that the reason behind teaching vocabulary is to simplify the reading comprehension of the text for students because if they do not understand the meaning of words they cannot understand what the entire text is about. Schmidt (2000, p. 146) lists some important principles of teaching vocabulary:

a. Build a large sight of vocabulary
b. Integrated new words with previous words
c. Provide a number of encounters with a word.
d. Promotes deep level of processing
e. Facilitate imaging.
f. Make new word "real" by connecting them to the student's word in some way.
g. Use variety techniques.
h. Encourage independent learning strategies.

However, teachers are required to be aware of all those principles for sufficient outcome of vocabulary instruction.

11. Strategies for Teaching Vocabulary

Teaching language vocabulary is a complex process because its central aspects are concerned with the learners' capacities to use the language skills and its components. Therefore, the interference of the teacher is necessary during classes. Thus, teachers are supposed to adopt some strategies and techniques to help students have the ability to identify, perceive and remember and utilize new words. This includes two strategies:

11.1. Unplanned Vocabulary Teaching

Unplanned teaching of vocabulary is defined according to Seal (1991) as the explanation of a vocabulary item that comes up without preparation during the course of lesson. The author proposed three steps procedure for teachers to follow when they come across a vocabulary item that they feel it is necessary to explain it. The first step is to

convey meaning through providing the students various synonyms and opposites, also giving anecdotes and using mimes. The second step is checking the meaning in which the teacher checks students' understanding through asking them questions. In the last step, the teacher consolidates the meaning by associating it to the context. However, unplanned vocabulary strategies differ according to the lesson and the teacher because every teacher has his own way of lesson presentation.

11.2. Planned Vocabulary Teaching

Planned vocabulary teaching is referred to as when the teacher prepares the vocabulary items he will be teaching in the lesson before hand (Seal, 1991). Seal distinguished two types of planned vocabulary teaching. In the first type, the teacher decides how he will teach certain difficult vocabulary items to his students according to his experience. The second type of planned vocabulary teaching is teaching vocabulary as a separate module to enrich students' vocabulary stock. According to Hatch and Brown (1995), there are many techniques which can be used in teaching vocabulary of a foreign language. For example, vocabulary can be taught as an activity in addition to other activities such as reading (stories), listening (songs), discussion dialogues, recording, or solving crossword puzzles.

11.2.1. Dictionaries

The dictionary provides the meaning of words of language ordered alphabetically. It includes a word's spelling, syllables, pronunciation, origin and meaning. The use of dictionaries helps the students how to deal with words and enriches their vocabulary. In addition, it is a comprehensive source of general information (Knight, 1994).

There are three types of dictionaries which are used by learners to improve learning a foreign language. First, we have the bilingual dictionary (BD). It is also known as the translating dictionary. This type of dictionary translates words from a target language into the learner's mother language or vice versa. Second, the monolingual dictionary (MD) is another type which helps the learner to improve his vocabulary. This type of dictionary is usually directed for native language learners. The last type is the standard monolingual dictionary (SMD) which has been written with the native language in mind.

Although dictionaries are very useful, relying only on the actual use of words in all types of speech and writing can have a negative influence on the learner. It can make the

learner lose concentration and can break the sequence of thoughts of the reader (Bensoussan et al., 1984).

11.2.2. Glossary

According to Oxford Advanced Learner's Dictionary, a glossary is a list of special words, expressions, especially those found in particular texts explaining its meaning. A glossary is the best way for students to acquire new words.

11.2.3. Translation

Translation is a process and a product. According to Catford (1995, p. 20), "translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)." It is considered as a valuable means of acquiring vocabulary. It does not need a lot of time, especially in giving explanation to abstract conceptions such as: wisdom, happiness, freedom, etc.

12. Techniques Used in Teaching Vocabulary

Nunan (1999, p. 82) states that: "vocabulary is more than lists of target language words, thus, preparing an appropriate plan for teaching vocabulary in a curriculum is a necessity both for learners and teachers." In other words, Learners need to be exposed to different contexts to be able to differentiate between the form and the meaning of the word and how to use it properly. Therefore, teachers need to select the best techniques for teaching vocabulary with taking into consideration several factures, such as lesson's content, time availability and learners' level. Gairns and Redman (1986) grouped teaching techniques into two main types: visual technique and verbal techniques.

12.1.   Visual Techniques
12.1.1. Visuals

One of the most effective ways of teaching vocabulary is through visual techniques. For example, flashcards, pictures, objects and mimes. They are used to transmit the meaning of different vocabulary items and enhance the students' comprehension. It also helps them memorize words easily. According to Gairns and Redman (1986), visual tools are considered as one of the most valuable tools to introduce words through concrete aids and assist the word retention.

Moreover, visuals boost learners' motivation and change the negativity of the traditional classroom learning. Wright (1976, p. 6) states that: "the potential of visuals is so great that only a taste of their full potential can be given" (as cited in Yahoui, 2012). In addition, the way of learning some information visually can attract learners' attention because they connect it to their experience in life. Meara (2005, p. 78) argues that "visual pictures work as a sort of temporary content; it fixes the physical form of the word, makes it more resistant to forgetting and provides a way of recalling the words via images when you need it" (as cited in Yahoui, 2012).

12.1.2. Audio-Visual Techniques

Nowadays audio-visual aids such as videos, tape records, podcasts, PowerPoint and YouTube are of great help in the classroom. The teacher presents vocabulary and makes a relation between abstract and concrete objects. Allen, Kate and Marquez (2011, p. 5) argue that: "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words." Therefore, listening to authentic videos and songs helps students grasp the meaning of lexical items, improve their pronunciation and allows them to memorize words in a motivational way (Martinez, 2002).

12.1.3. Mimes and Gestures

In teaching vocabulary, teachers may incorporate the blackboard and gestures in order to reinforce teaching the meaning of words with an illustration so that learners can remember them (Gairns & Redman, 1986). According to Tellier (2008) who declared that integrating gesture with the lexical in presenting vocabulary is a way which improves the memorization of words and learners can retrieve words more. Bois-Simon (1978) describes mimes as a very useful way for all aspects of the language in which she asserts that "mime is used mostly by the teacher who has a deliberate purpose in mind and wants the students to use a particular word or structure" (p. 67). Furthermore, when a teacher uses body language and facial expression, learning will be more enjoyable for students and the classroom will be more dynamic.

12.2. Verbal Techniques

Thornbury (2002, p. 81) defines the verbal techniques as "another way of defining the word meaning and it can include: providing an example situation; giving several

example sentences; giving synonyms, antonyms or super-ordinate terms; or giving a full definition". In other words, Verbal techniques provide an explanatory situation either orally or in a written form. However, this technique requires having an amount of the language knowledge from the teacher. He needs to present and clarify many words with their meaning to give learners a deeper understanding.

12.2.1. Using Synonyms and Antonyms

According to Grains and Redman (1997) teachers use synonymy as a way of teaching the meaning of words more with low level learners. For example, the teacher in order to clarify the meaning of the word sorrow can use the synonym sad. Otherwise, use the opposite such as (small # big, old # young). However, sometimes we need to provide an entire definition of the words that require broad description and explanation.

12.2.2. Translation

Translation is another way of teaching list of vocabulary, but it is not supported by linguists in teaching (Bagheri, 2015). Teachers use translation to explain words with difficult meaning since it does not take much time. However, this is not the best way for teaching vocabulary because it affects the learning of the target language (Gairns and Redman, 1986).

12.2.3. Guessing From the Context

This technique refers to the ability to use contextual clues to deduce the meaning of unfamiliar sentences. According to Ghazal (2007, p. 85), "Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word." In other words, students try to use guessing strategy to work out with the meaning of items through the context and language knowledge structure. Clarke and Nation (1980, P. 211) propose four steps for this strategy which are:

    a. Determining the part of speech of the word
    b. Looking at the immediate grammar;
    c. Studying the wider context (usually the conjunction relationships)
    d. Guessing the word and checking the guess

12.2.4. Scales

Scales is a way of teaching words from the same family through verbal and visual techniques (Bagheri, 2015). Through scales learners can learn new words as well as revise the previous contrasting and related words. For example, learners know 'cold' and 'hot' which are way for feeding in 'warm' 'cool' and later 'freezing 'and 'boiling' (Gairns &Redman, 1997).

Conclusion

In this chapter we have discussed the importance of vocabulary in addition to its types and purpose. Vocabulary, as one of knowledge areas in a language, plays a great role for learners to acquire a language. It is also viewed as a critical tool for foreign language learners because having a limited vocabulary impedes a successful communication. Therefore, EFL learners are required to have a rich repertoire of vocabulary words. Thus, teachers are responsible to select techniques and strategies that can enrich and develop learners' vocabulary.

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CHAPTER TWO

THE USE OF POP SONGS IN EFL CLASSES

</div>

Introduction

Nowadays, it is hard to escape music because it is everywhere around us. However, the only place where music and songs are slow to catch on is in schools. Therefore, this chapter highlights the importance of using pop songs to teach vocabulary. First, the chapter defines songs and classifies them into specific types. Then it provides the reasons for using songs in EFL classes besides to pedagogical principles for using them. Moreover, the chapter explains the use of popular songs with young learners and it will present the aspects to consider when teaching young learners. In addition to theories considered in teaching young learners will also be tackled. Finally, the chapter overviews the advantages and disadvantages of using pop songs in EFL classrooms.

1. Definition of Songs

According to the Longman dictionary of contemporary English, a song is "a short piece of music with words for singing". Although they have some elements in common with speech and poetry, they represent a unique form. Songs are grammatically meaningful, have a rhythm and can be listened to. What is special about them is the fact that songs have a personal quality that make listeners react as if the song was sung for them personally (Griffee, 1992).

1.1. Definition of Pop Songs

Pop songs are a genre of popular music. They have a good rhythm, a catchy melody, and are easy to remember and sing along to. Pop songs usually have a chorus that is repeated several times and two or more verses. Most pop songs are between two and five minutes long.

2. Classification of Songs

Different kinds of songs can be used in EFL classrooms. As Murphy (1990) points out, it is very difficult to decide which kind of songs are the best to be used in the EFL classroom because any song will usually be welcomed and will work to some extent.

However, some kinds of songs work better with a particular age group. Murphy (1990) presents the major categories of songs:

a. **Made-for-EFL songs:** are made up songs created for the purpose of teaching grammatical structures, sounds, vocabulary or topics being discussed in classes.

b. **Traditional/folk songs:** this type of songs contains vital concerns and characteristics of native people of a certain nation.

c. **Contemporary songs:** these are popular songs which students listen to out of school. For example: pop, rock, rap, heavy metal or others.

d. **Action songs:** they are also called Total Physical Response songs. The idea was introduced by James Asher in the 1960s. In action songs, students sing, move and do what is sung or said which increases memorization.

3. Reasons for Using Songs in EFL Classes

Because of the communicative and learners' centered approach, the teaching methods have changed over the years. Nowadays, using songs in teaching English is one of the best methods. Using songs can be motivating to students who enjoy music, which most of them really do. Schoepp (2001) claims that songs have become an integral part of our language experience and that they can be very beneficial if they are incorporated with the lesson.

Songs can be used into a variety of activities to develop language skills (listening, reading, writing and speaking), as well as language components such as pronunciation, grammar, and vocabulary. Furthermore, using songs can create a relaxing and pleasurable classroom atmosphere and significantly enhance pupils' motivation to learn English. "Music has the potential to change the atmosphere in a classroom; it seems to give energy where there was none" (Murphy, 1992, p. 37).

3.1. Affective Reasons

The Affective Filter Hypothesis is one of five proposed hypotheses developed by Stephen Krashen (1982). This hypothesis is related to language acquisition and appeals to teachers because it provides a description of affective factors and an explanation of why

some learners learn and others do not. According to Krashen, high integrative motivation, self-confidence and low anxiety relate to success in learning a language.

Krashen (1983) explains that for an effective learning to occur the affective filter must be weak, which means that a positive attitude towards learning is present. The practical application of the Affective Filter Hypothesis is that teachers should provide a positive classroom atmosphere so that effective language learning can take place (Schoepp, 2001). Songs are one method for achieving a weak affective filter and promoting language learning as well as involving students in meaningful, enjoyable and relevant activities (Domoney & Harris, 1993).

3.2. Cognitive Reasons

Songs offer opportunities for developing automaticity. Gatbonton and Segalwitz (1988) describe automaticity as an element of language fluency that involves both knowing what to say and producing language quickly without pauses. In favor to the repetitive and rhythmical character of songs, they help students remember words, phrases or even whole sentences. Thus, enhance the process of automaticity in language learning. Moreover, studies have shown that brain functions are increased when listening to music and this promotes more complex thinking.

3.3. Linguistic Reasons

Murphy (1990) claims that for many reasons songs are kept in our minds and become a part of us, which make them easily used in the classroom. Thus, there are also linguistic advantages when using songs in the classroom. On one hand, Songs expose learners to authentic language. Therefore, they provide many examples of colloquial English, different accents, grammar structures and topics for discussions which are an important factor in promoting language learning. However, they must be well chosen because not all songs contain language that can be used in classrooms.

3.4. Motivation

Motivation is a crucial factor in learning any foreign language. Teachers must get their learners motivated in order to obtain a successful learning environment and language learning. Jere Brophy (2010) believes that if the classroom management is well organized and the program is well matched with the students' needs and abilities, then the learning

process will be enjoyable, exciting, and successful. However, if the students are not progressing and enjoying the learning this means that there is something wrong and missing which is 'motivation'. Therefore, learners should be taught by using motivational activities that trigger their extrinsic motivation such as pop songs.

Learners nowadays are moved by the popular themes of pop songs which are a part of their daily communication inside and outside the classroom. Kusnierek (2016) states that if we give more time and concentration to using popular music in English foreign language classes, this may increase learners' motivation in achieving classroom tasks which would have an important effect on their knowledge and the vocabulary they acquire from the songs.

3.5. Enrichment of Vocabulary

Yuliana (2003) believes that learners acquire vocabulary through listening to songs because the music and the melody of the song make the learning process easy. Songs may boost learners' knowledge with new vocabulary and through repeating the song, they can memorize it easily. The author also says that singing a song brings enjoyment for the learners and makes them feel less stressed and anxious because the words are repeated many times accompanied with rhythm which facilitates their memorization; moreover, listening to music and songs help learners to concentrate more, and get involved in the learning process. In the same vein, Li (1998) has proved in his study on Chinese learners' that their scores have increased significantly through the use of songs.

4. Pedagogic Principles for Using Pop Songs in Classrooms
4.1. Criteria for Vocabulary selection

The criteria for selecting a song are very important. Murphy (1992) believes that any song can be useful and motivating to some extent. However, he believes that the ones that students enjoy listening to which are popular songs, will have the greatest impact on them. Nevertheless, certain songs should not be used, such as rap songs, because sometimes the words cannot be heard clearly through the thick instrumentation or the lyrics are offensive. Thus, offensive songs must be avoided. Songs with meaningful lyrics but difficult to understand can be used when teachers add some extra support to aid comprehension (Abbott, 2002).

There are several factors to take into consideration when selecting a song for classroom use. They are listed below in six categories: the learner, the teacher, the level of difficulty of the song and the lyrics, the curriculum, the pace and sequence of the lesson and the classroom.

a. **The learner:** the teacher should consider the age of the learners, the language level and their musical likes and dislikes.

b. **The teacher:** The teacher should choose songs that motivate him/her so that he/she can pass his/her motivation to the students.

c. **The level of difficulty of the song and the lyrics:** the teacher should consider the clarity of pronunciation, stress, amount of repetition; language level, word order, vocabulary and the extent of metaphorical usage of the song so it can provide meaningful and understandable input for students (Abbott, 2002).

d. **The curriculum:** The song should support the curriculum. In other words, the song should be incorporated with the lesson.

e. **The pace and sequence of the lesson:** songs should be carefully chosen according to the need of the teacher to energize or calm down students, time of the day or day of the week.

f. **The classroom:** the availability of resources such as CD player, data show, and the interactive whiteboard is very important when designing classroom music activities.

Hancock (1998, p. 7) lists some questions that should be considered when selecting a song:

a. Would most of the students like the song?

b. Are the lyrics of the song clearly audible?

c. Is the level of difficulty appropriate for the class?

d. Does the song provide a good illustration of a structure I want to present?

e. Does the song include a lexical field which fits well in the course?

4.2. Transforming Songs Into learning tasks

After selecting a song, it should be developed into a learning task and integrated into activities that suit the aims and goals of the lesson (Horner, 1993). First, songs can be used

in practicing the listening skill. Second, they can focus on language forms including grammar, vocabulary, and pronunciation. In addition, they can provide topics for discussion for the oral session. Hancock's (1998, p. 8) suggests the following activities; they are classified according to their focus on listening skills, the form of language and topic.

4.2.1. Listening
4.2.1.1.   Prediction

These activities are suitable for pre-listening activities.

a. **Picture discussion:** students describe the song through pictures in their own words.
b. **Keyword discussion:** Students guess what the song is about through keywords from the lyrics.
c. **Snippets:** students guess the topic of the song from listening to the first few seconds of the song.
d. **Video clip:** students guess the topic of the song by watching the music video without sound.

4.2.1.2.   Listening for the Gist

These activities are suitable for while-listening activities.

a. **Picture selection:** Students select from many pictures the one which best represents the song.
b. **Note-taking:** Students write down notes of keywords, main characters or main events.
c. **Discourse–type recognition:** Students listen and identify if the discourse of the song is a monologue, dialogue, narrative or if it addresses the listener.
d. **Discourse-function recognition:** Students listen and recognize the discourse function whether the singer is promising, complaining, daydreaming, confessing or telling a story.

4.2.1.3.   Listening for Details
a. **Gap-filling:** Students fill in the missing words into the lyrics.

b. **Word-spotting:** The teacher presents words from the song and other odd words and students circle the words they hear from the song.

c. **Error-finding:** Students are given a copy of the lyrics with some errors. They underline and correct the errors.

d. **Sequencing:** Students put the lines or verses from the song into the correct order.

e. **Questions:** Students answer comprehension questions.

Many listening-for-detail-activities can be used as pre-listening or while-listening activities (for example gap-filling or error-finding).

4.2.2. Language

4.2.2.1. Grammar

a. **Tense-selecting:** students listen and fill in the gaps with the appropriate verb tense.

b. **Error-finding:** students listen and correct some grammatical errors given in the lyrics.

c. **Word-ordering:** Students are given lines from the song with disordered words and they place them into the correct order.

4.2.2.2. Pronunciation

a. **Sound search:** Students search the song for examples of a given sound.

b. **Stress search:** Students search the text for words with a given stress pattern.

c. **Rhyming words gaps:** Students listen and fill in the gaps with rhyming words.

d. **Drilling:** Students repeat certain parts of words from the lyrics to practice pronunciation. Focus on particular features: difficult sounds, weak forms, contractions, stress time, intonation.

e. **Singing along:** Students sing along to the song.

These activities can be used as pre-listening, while-listening or post-listening activities. "Filling in the rhyming words" is suitable for a pre-listening activity and "Singing along" is a typical while-listening activity.

4.2.3. Topic

4.2.3.1. Speaking

a. **Discussion:** students discuss a listening activity.

b. **Video clip:** students discuss the topic of the music video.

c. **Role-play:** Students role-play the characters from the song.

4.2.3.2. Writing

a. **Letters:** Students write letters giving advice to characters.

b. **Summarizing:** Students summarize the events in the lyrics.

c. **Prior events/continuing:** Students imagine what events preceded or followed the song (Hancock, 1998, p. 8).

5. Teaching Vocabulary with Songs

Songs are useful tools for practicing and learning vocabulary, sentence structures and sentence patterns (Murphy, 1992). However, according to Millington (2011), some of the popular English songs contain vocabulary that is beyond learners' level which will be difficult for them to understand the words. Therefore, it is the teacher's job to select the most appropriate songs that suit learners' age and language level. These are different tasks that can be used to teach vocabulary:

a. **Questions about a song:** students are asked questions about the song's lyrics to test their comprehension capacity.

b. **Correction of mistakes:** Students listen to the song and correct the words that the teacher has written in the wrong way.

c. **Words with opposite meaning:** students are given a list of words and they have to find their synonyms or opposites in the lyrics.

d. **Lexical gaps:** Students listen to the context and fill in the gaps by looking at the context.

e. **Search:** Students search for synonyms, antonyms, idioms or unknown words.

f. **Lexical transformation:** Students are given a copy of the lyrics, but with words replaced by an antonym if possible. Students convert the text to opposites and listen to check.

g. **Translation:** Students translate the lyrics from L2 into L1.

Vocabulary activities are suitable for pre-listening activities. Translation activity is suitable for post-listening activities.

6. Theories to Consider When Using Songs in EFL classrooms
6.1. Krashen's Theories
6.1.1. The Input Theory

The Input Hypothesis explains how a learner acquires a second language and how second language acquisition takes place. According to this hypothesis, new and unknown vocabulary is acquired when its significance is made clear to the learner. Illustrations, photos, and actions can work as extra-linguistic support to help make the linguistic input comprehensible to the students. Krashen (1989) believes that students acquire new vocabulary through stories because the familiar vocabulary and the syntax contained in these stories help students to give meaning to the less familiar vocabulary.

Pictures also clarify the meaning of unfamiliar words and incoming verbal information. One thing is clear, the meaning is critical to the acquisition of new vocabulary for a second language. Songs share the same elements of an oral story; the only difference is that the way used to tell the story is musical rather than spoken. Story songs presented through illustrations and songs using photos or gestures provide the necessary interaction to produce that learning.

6.1.2. The Affective Filter Hypothesis

Another hypothesis dealing with the use of songs in EFL classrooms is the Affective Filter, which was developed by Stephen Krashen in 1982. The hypothesis explains why some people are capable of learning second languages while others are not which depends largely on learners' inner feelings.

According to krashen (1982), the effective filter of the students will be weak when they are highly motivated, self-confident and at ease; they will have a positive attitude towards learning and that moment is when the effective learning will occur. The filter will become stronger when the students are anxious, unmotivated or they simply lack confidence. These negative emotions will limit their language acquisition. Therefore, using songs in EFL lessons can improve the atmosphere of the classroom; it can reduce students' anxiety and can make them be more interested and motivated to learn the new language.

Students will be entertained while doing the work, and they will enjoy learning English more than before.

6.2. Desuggestopedia

Desuggestopedia is an affective-humanistic approach in which there is respect for students' feeling (Celce- Murcia, 1991). In other words, desuggestopedia is a method focused on the creation of a relaxed atmosphere in the classroom. That is why, this method uses music, musical rhythms, decoration (furniture, arrangement of the classroom), and an authoritative behavior of the teacher in order to create and maintain a relaxed atmosphere. Besides, it refers to the use of music in order to relax students as a kind of therapy and students get the precise ways of using voice quality, intonation, and stress patterns of the foreign language. Therefore, using songs encourage students and make them feel confident; songs also increase their motivation and self-esteem, so that students develop their language skills.

6.3. The Contemporary Music Approach

This approach was developed by Anton (1990). According to him, songs are a very useful tool in the memorization and retention of information. They are considered as a memory prompter. "Music is one of the most effective memory aids available to us, especially for recalling grammatical structures" (ibid). Songs provide a lot of repetitive expressions and vocabulary that are easily retained in memory because of the melody.

6.4. Gardner's Theory

According to Gardner's theory (1999), each human being is unique and intelligent in at least seven different ways. The seven types of intelligence are verbal-linguistic, visual-spatial, interpersonal, musical-rhythmic, logical-mathematical and intrapersonal. More specifically, musical intelligence, which is related to learners' skills in composing, performing and appreciating music. Fonseca and Arnold (2004) believe that the development of musical intelligence in EFL classes creates a relaxed atmosphere that motivate students and help them to be more productive. Therefore, once exploring musical intelligence, the use of songs becomes worthy.

6.4.1. Musical intelligence

It is evident that cultivating the different types of intelligence can improve learning. However, musical intelligence is often ignored in the classroom (Vettorel, 2007). Musical intelligence refers to how much an individual is skilled in performing, composing, and appreciating music and musical patterns. People who excel in this intelligence typically are able to use rhythms and patterns to assist in learning. Musical intelligence could be stimulated by incorporating songs into the lesson. This would help not only learners with high musical intelligence but also those who appreciate music. Furthermore, research has shown that listening to songs can positively affect meaning processing and long term memory. There are, however, some researchers who view musical intelligence only as a talent that cannot support learning.

6.4.2. Musical Intelligence and the Use of Songs in Classrooms

In the EFL classrooms, musical intelligence can be promoted through incorporating songs with the lesson and developing these songs into learning tasks. Through songs, we can foster learners' musical intelligence besides other types of intelligence at the same time. Berman (1998) describes a learner with a strong musical intelligence as someone who:

a. Can hum the tunes of many songs.
b. Is a good singer.
c. Plays a musical instrument or sings in a choir.
d. Can tell when music sounds off-key.
e. Often taps rhythmically on the table or desk.
f. Often sings songs.

Thus, not only learners with musical intelligence will benefit from learning with songs. All types of learners will benefit also to some extent. Because they all listen and enjoy music, moreover, songs create a relaxed and fun atmosphere in the classroom. In addition, songs include lots of repetition which is helpful for learners' memorization. Generally, learners are engaged in listening to songs and speaking activities designed by them. Therefore, using songs in EFL classrooms is a highly motivational and effective device in learning a foreign language, as long as some principles of how to work with

songs are followed. Murphy (1992) lists the following of what we can do with songs in the classroom:

a. Practice listening for specific information (gap-fill, cloze, correction....)

b. Study grammar

c. Translate songs

d. Practice pronunciation, intonation, and stress

e. Teach vocabulary

f. Discuss the song and the lyrics of the song

g. Energies or relax classes mentally and create a relaxing classroom atmosphere

However, Murphy (1992) insists that teachers have to be careful not to kill the material by doing too much serious work with music and songs in the classroom because the most important thing is for learners to have fun with music and songs.

7. Young Learners

7.1. Characteristics of Young Learners

Mercer and Mercer (2001) have defined five characteristics of young learners and how they can be integrated into language teaching. Therefore, teachers must identify these traits in order to teach new language to young learners. These characteristics are the following:

a. **Self-centeredness:** the student's experience is based on everything surrounding him such as his family and friends.

b. **Short attention span:** the activities must be kept interesting and motivating so that the students are occupied and songs are great tool for switching between activities.

c. **Learning through senses:** the five senses are very important to young learners; they use them to be familiarized with the language.

d. **Natural curiosity:** young learners are usually very curious about learning a new language and not afraid or shy of making mistakes.

e. **Learning through play:** games are very useful for young learners in acquiring new language skills.

7.2. Music With Young Learners

Pieterse (1994, p. 2) acknowledges the learner as a totality and suggests music as the central aspect to the development of the whole child. Music enhances and stimulates the intellectual, physical, effective and social growth of the young learner and is a natural extension of a young learner's home language. Music provides specific values for young learners; it can be used to foster the following:

a. **Language development:** musical experiences can help the learner to acquire a second language with the use of word and sound patterns through singing and listening.

b. **Physical development:** musical experiences, especially those involved in singing and rhythmic movement may help the learner to gain increasing control over his or her large and small muscles and to experiment with body movements (Pieterse, 1994, p. 176).

Sevik' (2011, p. 1029-1030) list of the most remarkable characteristics of using songs with young learners:

a. Listening comprehension is best taught through songs.

b. Songs represent the strong feature of modern primary language programs.

c. Songs may extend young learners' attention span.

d. Songs are a great tool for language learning at an early age.

e. Songs are regarded as an excellent memory tool.

f. Songs provide a variety of comprehensible input.

g. Songs create a safe and natural classroom ethos.

h. Songs are extremely repetitive and result in language fluency.

i. Songs abound in cultural content.

7.3. Why Using Pop Songs With Young Learners

Griffee (1992) believes that the world is developing a common culture and popular songs are its backbone. Popular songs nowadays have a powerful impact on young learners, even though they are not sung in their mother tongue but still, they listen to them and enjoy them. So, why would not we include popular songs in the classroom since they are highly motivational to learners. Generally, young learners do not prefer classical music

or traditional songs, which are seen as old-fashioned (Cranmer & Laroy, 1992). Therefore contemporary popular songs such as pop songs are the type which they react positively to.

7.4. Aspects to Consider When Teaching Young Learners

Chekkal (2018) listed five important aspects to consider when teaching young EFL learners. They are as follows:

7.4.1. The Effect of Exposure to English on EFL Learners

The exposure of English in classrooms is very important and effective in developing EFL learners' language production and proficiency as well as enriching their vocabulary (Krashen, 1982). However, classroom exposure alone is not sufficient. EFL learners should be exposed to English outside the classroom as well in order to enhance their language acquisition in a natural setting (Brands, 2011).

7.4.2. The Role of the Listening Skill to EFL Learners

Harmer (1998) ensures that teaching listening skill in EFL classes reflects positively on learners' acquisition of good pronunciation and other speaking habits. Giving more importance to listening would be more significant in providing consistent and meaningful responses since the aim of learning foreign languages is to communicate effectively. According to Harmer (1998) (as cited in Bouach, 2010), listening comprehension is beneficial for learners because the more they are exposed to spoken English, the more they are familiar to its pitch, intonation, stress, redundancy, and clusters besides information gathering, pleasure, empathy, assessment, and criticism (Wilson, 2008).

7.4.3. Benefits of The Audio-Visual Materials in EFL Classes

Cakir (2006) believes that audio-visual materials are very effective in facilitating learning English and motivating learners. Moreover, audio-visual materials help EFL learners to develop their learning strategies. In addition, they make the language learning more vivid and realistic (ibid). According to Chekkal (2018), Audio-visual materials are very beneficial for teachers because they may help them overcome many difficulties in the teaching process and in presenting any subject.

7.4.4. Importance of Authentic Materials

Harmer (1994), in his influential book 'The Practice of English Language Teaching', stresses on the realness of certain materials by stating that authentic materials are those written for native speakers of the language with the real purpose. Peacock (1997) regards authentic materials useful in language teaching because they expose learners to real language. Moreover, authentic materials motivate learners and inform them about the target culture. Sanderson (1999) says that authentic materials can provide considerable benefits such as:

   a. Real language exposure,
   b. Authentic cultural knowledge,
   c. motivation,
   d. contain variety of text types and language styles,
   e. creative teaching approach

Despite the good advantages of using authentic materials in EFL classrooms, teachers sometimes may face some problems while using them such as:

   a. Authentic materials may be difficult to understood outside the language community,
   b. May contain complex and hard vocabulary,
   c. The materials can become outdated,
   d. Too many different accents can be heard which may confuse the learners,
   e. Preparing them can be time-consuming (as cited in Tamo, 2009).

7.5. How to Teach a Song to Young Learners

Teachers have their own different ways of using and incorporating songs in their lessons. However, the way it is applied is the important thing. Consequently, the presentation and the activities must be suitable for learners' age, level and needs. Brewster et al (2002) suggest the following procedure:

   a. Set the context.
   b. Use visual aids to introduce new vocabulary.
   c. Play or sing the song to familiarize students with it.
   d. Do further listening activity.

e. Practice pronunciation (intonation, rhythm, and stress).

f. Encourage students to join in and do actions or mime.

g. Repeat the song several times.

h. Give students a written text of the song.

i. The text can further be used for multiple activities, such as gap-fill, listen and sequence, illustrate, match pictures with the line, etc.

j. Invite students to compare the song with a similar one in their own language.

k. Sing the song with the whole class.

7.6. Stages of Teaching With Songs

Teaching with songs requires specific methods. Therefore, in order to achieve the learning goals and satisfy the intellectual and personal needs of every learner, the PDP (pre, during and post-listening) ordered stages must be followed.

a. **Pre-listening stage:** In this phase, teachers create a purpose for listening to motivate the learners. Moreover, they introduce the necessary language points and intrigue learners' imagination.

b. **During-listening stage:** during this phase, children need to have a specific task to do in order not to get bored from listening. They must process the information learned in the introductory part of the lesson. They are also required to comprehend the song. However, the song has to be played multiple times so that learners can learn the song and accompanying movements.

c. **Post-listening stage:** Finally, the focus in this stage is normally on developing the language skills. Learners need to use this information and also discuss the value of the song.

Figure 3: The PDP Stages
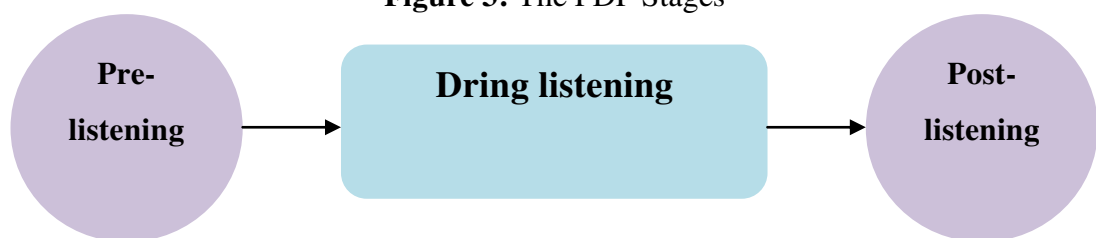
8.   Pop Songs in Language Learning

The application of English songs as a teaching material has proved its great values in language acquisition. However, songs on the textbooks are composed for learners to practice specific sentence patterns or certain vocabulary. As a result, textbook songs cannot be considered as authentic materials. Furthermore, learners regard textbook songs as being childish and boring. Learners nowadays find pop songs more attractive than other types of songs and they are easily influenced by the popular culture (Chen & Chen, 2009).

Campbell (2006) discusses that pop songs offer interesting material for teachers to use and increase learners' learning motivation. In addition, Wen (2009) argues that there are various merits of applying pop songs as teaching materials. The lyrics of pop songs are usually repeated with the same beautiful melody, so student practice singing the songs repeatedly and easily. Moreover, teaching with pop songs in the class creates enjoyable atmosphere and eases students' tension caused by learning a foreign language (Shen, 2009). Thus, learners will perform better in the classroom when they are relaxed.

8.1. Taking Pop Songs Seriously

Most teachers think that using pop songs is not effective and believe that it is only a waste of time activity that cannot be taken seriously. Moreover, many teachers and students cling to the idea that if something is fun then you cannot be learning from it. Like medicine, these people think if it does not taste nasty, it cannot be doing you any good (Murphy 1990). However, popular songs can be as useful as conventional materials and sometimes even more. However, pop songs are often suspected because they are so enjoyable and so little used. Louis-Jean Calvet (1980) says that the idea that language learning cannot be enjoyable is outdated.

Little (1982) points out that for francophone students, pop and rock often means English language pop and rock. It is therefore clear that songs of this kind can and should be used in the second language class to enhance the level of students' motivation while at the same time improving their language skills in English. Consequently, teachers are recommended to use pop songs as a teaching material in their class because pop songs are available almost everywhere and teachers can easily access them as an authentic material. Although learners may listen to the English songs provided in their textbook, however, these songs do not attract their attention. Moreover, the topics and language of pop songs

tend to reflect the interests, values, and tastes of young EFL learners more accurately than the material used in commercial textbooks (Dubin, 1974).

9. Music and the Brain

Research on cognitive psychology proves that songs facilitate language acquisition and learning in both hemispheres of the human brain (Carroll, 2000; Williams and Burden, 1997). The human brain is divided into two hemispheres; the left hemisphere is responsible for expressing the thoughts orally and written. In other words, this hemisphere stores all the concepts that will be translated into words. However, the right hemisphere is specialized in the non-verbal faculties, such as feelings, emotions and special artistic and musical abilities.

Songs enter the human brain from left ear to right hemisphere in a rather different way from our speech and thus can stimulate language learning in the right hemisphere. According to Guglielmino (1986), songs connect the brain's hemispheres; they strengthen retention through a complementary function as the right hemisphere learns the melody, while the left produces the words. When a learning activity combines both left and right hemispheres at the same time, an ideal learning situation is established and the most productive learning occurs (Anton, 1990). Activities which engage both sides of the brain at the same time, such as playing an instrument or singing, causes the brain to be more capable of processing information.

10. Advantages and Disadvantages of Using Pop Songs in Classrooms

10.1.   Advantages

a. **Exposure to English:** Domoney and Harris (1993) argue that listening to popular music is students' most frequent exposure to English outside the classroom. Thus, more time and attention to popular music in an EFL curriculum would increase students' motivation.

b. **Developed into activities:** Popular songs are one way of involving students and their teacher in meaningful, enjoyable and collaborative learning tasks. They can be used for a variety of activities promoting language skills and language components.

c. **Foreign culture exposure:** Pop songs give insight into the native cultural background and values.

d. **Motivate learners:** It is more natural and authentic for students to talk to each other about pop music than many other topics because popular pop songs focus on themes which teenagers relate to.

Also, Shelley Vernon (2006) lists in her article "Using ESL songs" ten different reasons of why songs are beneficial:

1. Songs help pupils learn vocabulary, grammar, and syntax.
2. Pupils hear meaningful language in context.
3. Songs are catchy and re-usable.
4. Songs enhance listening skills.
5. Pupils improve their speaking fluency.
6. Including music and actions in the lessons makes them more appealing.
7. Songs are fun and motivating.
8. Sometimes songs act as confidence builders.
9. Songs are memory aids.
10. Songs help with classroom management.

Thus, the use of popular music in EFL classrooms has both successful and motivational effects. In other words, students will be learning language and have fun in the same time. Moreover, the authentic language of the songs proves that it can be used in the real world (Vettorel, 2007).

10.2. Disadvantages

Murphy (1992) describes in his book "Music and Song" some common problems that teachers face when working with pop songs in the EFL classrooms. They are listed as follow:

a) **Pop songs have poor vocabulary:** not all pop songs can be used in the classroom. Therefore, the teacher´s must choose good ones with rich vocabulary, good grammar examples, and strong messages.

b) **Songs go out of date very quickly:** in comparison with traditional songs, pop songs sometimes get out of date quickly. Nevertheless, if teachers want to use popular songs they have to be always up to date with the new ones.

c) **Students will not sing:** most students are shy and they will not sing no matter what, however, they do not have to sing. Because there are plenty of other activities

which can be done with songs and the song will probably "stick in their heads" anyway.

d) **Students do not like the songs the teacher chooses:** Sometimes, the teacher chooses a song which learners do not enjoy. So, it might be a real challenge for the teacher to encourage his learners to participate in the tasks.

e) **Students think songs are a waste of time:** Many older students believe that learning through songs is a waste of time. In such cases, teachers should explain the aims of the song-based activity carefully.

f) **It takes away from the normal syllabus and time is lost:** Teachers need to plan the incorporation of pop songs with the lesson carefully so that the time spent on working with songs cannot be regarded as lost time.

To conclude, the most important aspect is that teachers need to be enthusiastic about pop songs themselves so that they can pass on their enthusiasm to their learners. Moreover, they need to know their learners' musical tastes and the activities that they like to work on.

Conclusion

The focus of this chapter is the use pop songs in the EFL classes. It highlighted the reasons for using pop songs with young learners. Moreover, the chapter tackled the aspects to be considered when teaching young learners in addition to the theories related to teaching with songs. Popular pop songs proved to be an important material in motivating and engaging young learners in the lesson besides to developing their language skills. They can be transformed into variety of activities and learning tasks according to learners' level. Although pop songs have their drawbacks, it is the teacher's job to select the appropriate and beneficial ones that suit the classroom environment.

CHAPTER THREE

IMPLEMENTATION OF THE EXPERIMENT AND EVALUATION OF FINDINGS

Introduction

The focus of this study is to investigate the effectiveness of pop songs on enriching EFL learners' vocabulary repertoire. This chapter demonstrates the field work and the analysis of the data collected through statistical procedure. At first, the chapter spots light on the theoretical background concerning the methodology of the study. This concern the research methodology, the research design and the data collection tools adopted to collect the data. The researcher selected tests, classroom observation and a pupils' questionnaire as data gathering tools to test the hypothesis under this study. Therefore, through the findings and results obtained the hypothesis will be tested, and the questions suggested in this study will be answered.

1. Research Methodology: Theoretical Background

Research is a systematic study of social issues and problems. It aims to find solutions to an issue which is useful to society. Social Research is systematic method of exploring, analyzing, conceptualizing social life in order to extend, correct or verify knowledge aid in the construction of theory or in the practice of an art (Lewin, 1988).

1.1. Research Approaches

Dornyei (2007) suggested three approaches for conducting research that are: quantitative, qualitative and mixed-methods. The quantitative research is designed for collecting and analyzing numerical data, quantitative method is used in applied linguistics studies for the sake of examining, measuring and quantifying a certain phenomenon. However, the qualitative research involves studies without formal measurement, it results words instead of numbers. In addition to the two previous approaches, the third approach is the mixed method. This approach combines the generalisability of quantitative findings with the in-depth, contextual nature of qualitative findings in one study. It aims to do a successful study of two approaches and to overcome the weaknesses of each one.

1.2. Data Collection Methods

1.2.1. Tests

According to Gass and Mackey (2016) "In many second language studies, participants are given a pre-test to ensure the comparability of the participants groups prior to their treatment, and a posttest to measure the effects of treatment" (p. 202). In other words, the pretest and posttest are used to compare results between learners' level before and the treatment or the intervention.

1.2.2. Classroom observation

A classroom observation is the purposeful examination of teaching and learning events through the systematic processes of data collection and analysis (Bailey, 2001). In addition, a classroom observation is necessary to observe people attitudes and to check the reality of their actions because what they do may be different from what they say (Cohen et al, 2007).

1.2.3. Questionnaires

A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents has to provide the answers (Bell, 1999).

1.3. Population and Sampling

Sampling is done in research to be able to produce accurate results. It is impractical and undesirable to study the whole population and that is why sampling is done. If the sample is too small or excessively large, it may lead to incorrect findings. Sampling techniques may be used to find representative samples to avoid bias. It is not possible for researchers to study the whole population; sampling is the right resolution to make the research findings economical and accurate in term of time, cost and other factors (Singh, 2006).

2. Research Methodology for the Study

2.1. Research Approach

In the present study we have opted for a mixed-method approach because it best suits the nature of our study and it can ensure the validation of the findings.

2.2. Population and the Sample

The population of this study was third year pupils at "Awragh Sisters" Middle School in Biskra, Algeria. It consisted of 96 pupils. The sample was one class which consisted of 33 pupils. The sampling technique used for the present study is convenience sampling because of the easy access to pupils and being available and accessible at the same time.

2.3. Data Collection Tools

The nature of the present study demanded the use of a mixed method approach. Therefore, we selected three data collection tools in order to obtain valid results and findings which are: a test, classroom observation and a pupils' questionnaire.

2.3.1. The Test

In this study, we first administrated a pretest to the pupils to measure their vocabulary repertoire. Then a posttest was administrated after 6 sessions of treatment. The aim of the posttest was to explore the effectiveness of implementing pop songs in teaching vocabulary to young learners. Both tests were written. **(See appendix 1).**

2.3.2. Classroom Observation

The aim of the classroom observation was to examine the progress of the pupils while receiving the treatment and to check to what extent the treatment has accomplished their needs. We have used an observation checklist divided into six sections. The first section was about classroom environment, the second was about criteria for songs selection. The third and fourth sections were about content comprehension and vocabulary understanding. The fifth section aimed to observe pupils' motivation and interaction while the last section was about providing feedback. **(See appendix 2).**

2.3.3. The Questionnaire

The aim of this data collection tools was to investigate pupils' attitudes about using pop songs in the classroom to teach vocabulary. The researcher administrated the questionnaire after six sessions of treatment and the posttest. The questionnaire was presented in both English language and pupils' native language to facilitate the understanding.

The questionnaire consisted of two sections. Section one included seven questions that intended to gather data about pupils' background information. The second section consisted of fourteen questions intended to explore pupils' perceptions and attitudes towards using songs as a pedagogical materials to teach English vocabulary. **(See appendix 3).**

2.3.3.1. Piloting and Validating

To check-out the reliability and validity of the questionnaire and to avoid any difficulty in obtaining an appropriate feedback of the questionnaire, we carried out a piloting stage that was two days before submitting the final version of the questionnaire to the pupils. It was distributed randomly to six pupils who spent almost 25 minutes in answering. The pupils confirmed that the questions were clear and not repeated as well as they found the layout attractive. The questionnaire was also examined and agreed on by our supervisor.

Table 2.4: pupils' questionnaire in the piloting stage

structure	Content
Section one	Background information (question 1 to 7).
Section two	Pupils' attitudes towards the use of pop songs in the classroom (question 1 to 14).
Section three	Opinionnaire (question 1 to 3)

3. Description of the Quasi-Experiment
3.1. The Pretest

The pretest was on 20th February, 2019. It was allocated in thirty minutes. It was administrated to thirty three pupils in the class. The vocabulary used in the test was taken from the three songs that we used in the treatment later. The test contained three tasks with different instructions. Each task consisted of words taken from one song. The scores were distributed evenly between the tasks. The first task instruction was about matching words with their definitions. The second task was about naming the pictures. The third task was about writing a small definition to each word. The tasks were prepared by the researcher and approved on by the supervisor and pupils' teacher. **(See appendix 1).**

3.2. The Treatment

Lesson Plan 01:

The first session of the treatment was on 24th February, 2019. The sequence is labeled "me and my lifestyles" under the following song "the house that built me" by "Miranda Lambert". The researcher explained the content of the course and informed the pupils about the new method of teaching that is to learn vocabulary through pop songs which the learners immediately responded to positively.

First of all, we did a warm up to make them feel at ease and to find their likes and interests concerning their favorite songs. Next, they were exposed to the data show and they listened to the lyrics video of the song for the first time. Many of them said that they liked the song 100%, some of them said 90% while only two boys said 50% because they thought that the rhythm of the song was slow and that they liked rap songs more. Pupils then listened to the song again meanwhile they wrote the activity from the white board with the researcher. The activity was "I put the correct word to its definition". We explained the task and the words, and then the pupils participated positively in the correction of the task. The second activity was to work in groups to find the synonyms and opposites of two words from the given words using the dictionaries. However, pupils did not participate because the dictionaries were not helpful since they were English/Arabic and vice versa instead of English/English, however they made correct guesses in their L1. At the end of the session we gave them a homework which is to write five sentences using today's learned vocabulary. **(See appendix 4).**

Lesson Plan 02:

The second session of the treatment was on 28th February, 2019. The sequence is labeled "me and my lifestyles" under the song "the house that built me" by "Miranda Lambert". This is the second session we had with the pupils. First, we did a warm up to activate their prior knowledge.

The researcher asked them if they had enjoyed the previous session. All of the class said that they enjoyed it 100% except for one boy who said 50%. Next, we asked for the homework given in the previous session. Most of the pupils succeeded in answering it. The researcher asked few of them to read, explain and write their sentence on the white board. After, we set the data show and submitted the worksheets of the song lyrics to the pupils.

They were asked to listen to the music video of the song this time and to complete the first activity which is to fill in the gaps. The pupils listened to the song three times. Some of them completed the task from the first listening while the rest completed it after the third time. The researcher asked them to exchange their paper with their peers and to correct each other. Then we corrected the activity together. The second activity was "I listen and I pronounce". The researcher pronounced the words and their vowel sounds and pupils participated in assigning each word to its vowel sound. Finally they were able to pronounce the words correctly by themselves. **(See appendix 4).**

Lesson Plan 03:

The third session of the treatment was on 04th March, 2019. The sequence is labeled "me and my lifestyles" under the song "never grow up" by "Taylor Swift". This is the third session we had with the pupils. First, we did a warm up to activate their prior knowledge.

The researcher asked if they would like to listen to a new song which the pupils answered with yes. We told them the name of the singer and few girls of the class recognized her. We asked them to describe her and to name one of her songs. Then, we set the data show and played the lyrics video of the song. The pupils listened one time and then they were asked if they had figured what the song is about. They answered that it is about a mother hoping that her daughter would not grow up. After, we played the song for the second time while we wrote the first activity on the white board. The activity was "I match the words from the song to their definitions". The researcher helped the pupils in finding the words in the song and explained them using body gestures and hints. The pupils participated in the correction on the white board. The second activity was "I classify the words into nouns and verbs" which the pupils answered easily. At the end they participated in pronouncing the words. **(See appendix 4).**

Lesson Plan 04:

The fourth session of the treatment was on 07th March, 2019. The sequence is labeled "me and my lifestyles" under the song "never grow up" by "Taylor Swift". This is the fourth session we had with the pupils. First, we did a warm up to activate their prior knowledge.

The researcher asked the learners if they remembered the title of the song and who the singer was. We asked the pupils to describe the singer and the song to their classmates

who were absent in the last session. Then we revised the vocabulary that we dealt with. Most of the pupils successfully remembered the words and discussed their meaning to their classmates. After, we set the data show and submitted the worksheets of the song lyrics to the pupils. They were asked to listen to the music video of the song and to complete the activity which is "I fill in the gaps". The pupils listened to the song for the first time in which they enjoyed watching the music video. Some of them completed the task from the first listening while the rest completed it after listening for the third time. The researcher asked them to exchange their papers with their peers and to correct each other. Then we corrected the activity together. Then we asked them to form simple sentences using the words we learned. They successfully formed acceptable and good sentences. At the end we tried to sing a part of the song. **(See appendix 4).**

Lesson Plan 05:

The fifth session of the treatment was on 10th March, 2019. The sequence is labeled "me and my lifestyles" under the song "childhood memories" by "Laura Durand". This is the fifth session we had with the pupils. First, we did a warm up to activate their prior knowledge.

The researcher informed the pupils that today they will listen to a new song and learn new vocabulary. We asked the pupils about what the word "band" means. They answered that is a group of singers and they also named few of their favorite bands. Then we set the data show and played the lyrics video of the song for the first time. The whole class said that they liked the song even their teacher. Then, we hang pictures that represent today's vocabulary on the white board. The activity was "I find the word with its picture", pupils were asked to listen to the song again and find the words that resemble the pictures. They successfully found the words and participated in the correction on the white board. The second activity was "I match the words with their synonyms" which the pupils answered easily. **(See appendix 4).**

Lesson Plan 06:

The sixth session of the treatment was on 11th March, 2019. This is the last session we had we the pupils. The sequence is labeled "me and my lifestyles" under the song "childhood memories" by "Laura Durand". First, we did a warm up to activate their prior knowledge.

We began by revising the vocabulary of the last session. The first activity was "I form sentences using the word from the box". The pupils created simple meaningful sentences and they participated by writing their sentences on the white board. Then, we set the data show and submitted the worksheets of the song lyrics to the pupils. They were asked to listen to the music video of the song and to complete the activity which is "I fill in the gaps". The pupils listened to the song for the first time in which they enjoyed watching the music video. They successfully completed the task. We then asked them to exchange their papers with their peers and to correct each other. Then we corrected the activity together. At the end the whole class sang the song. The pupils were very sad once the researcher informed them that this is the last session of the treatment. **(See appendix 4).**

3.3. The Posttest

The posttest was on 20th March, 2019. It was a week after the experiment's treatment. It was allocated in thirty minutes and administrated to thirty three pupils in the class. It was the same as the pretest because we wanted to explore pupils' progress. Therefore, they have done the same exercises to contrast their level between backward and afterward. **(See appendix 1).**

4. Analysis of the Results and Findings
4.1. The Test

Descriptive and inferential statistics were presented in this chapter. The results of the pretest and posttest are scores gained by pupils. These scores were collected, interpreted and analyzed statistically and represented graphically. Hence, the results of scores were collected in order to compare pupil's performance before and after the exposure to pop songs.

The sample consisted of one group of 3MS2 at "Awragh sisters" middle school in Biskra. In this research, we dealt with paired-sample t-tests since that we want to compare two sets of scores obtained from the same group (i.e. before and after treatment). The treatment group included 33 pupils; thirteen female (N= 13), and twenty male (N= 20).

Graph 4.1: Illustration of treatment group
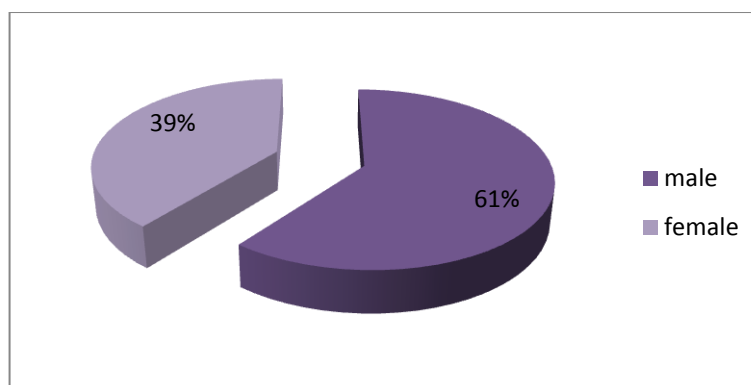
This info graph illustrates the treatment group. As shown in the graph the male population represented 67%; however 33% represented the female population.

4.1.1. Statistical Considerations

We presented the computed descriptive statistics through tables and graphs which are the mean and standard deviation in order to find the difference between the pretest and the posttest. Then, the calculating was made by SPSS package through formulas as shown in the following box:

- **The Formula of Standard Deviation and the Mean**

The mean is the average of the scores. It is calculated by using the sum of scores divided by the number of scores (sample) as represented in the formula below:

$$\overline{X} = \frac{\sum Fx}{N}$$

$\overline{X}$: Mean $\quad F_x$: Score Frequency $\quad$ N: Number of scores $\quad \Sigma$: The sum

The standard deviation is indicator of the average distance of the scores from the mean. Its formula is as the following:

$$SD = \sqrt{\frac{\sum x^2 - \overline{X^2}}{N}}$$

4.1.2. Pretest and Posttest Scores

The table below presents the scores of the pretest and posttest of the pupils.

N	Pupils' code	Pretest	Posttest
1	N.S	9.50	15.00
2	R.K	4.50	12.00
3	C.A	3.00	11.00
4	B.B	5.50	10.00
5	K.A	8.00	16.00
6	C.B	3.00	11.00
7	M.A	9.00	14.00
8	S.H	5.00	20.00
9	C.A	5.50	10.00
10	M.M	7.00	12.00
11	R.F	9.00	12.00
12	B.I	10.50	20.00
13	D.M	10.50	20.00
14	A.E	6.00	15.00
15	L.R	9.50	20.00
16	S.H	8.50	20.00
17	N.	3.50	10.00
18	I.T	6.50	12.00
19	L.C	5.00	10.00
20	S.G	5.00	10.00
21	B.S	5.00	14.00
22	B.A	6.00	11.00
23	L.B	8.50	20.00
24	R.M	6.50	13.00
25	I.H	5.00	10.00
26	Y.L	8.50	20.00
27	A.S	7.50	20.00
28	N.T	7.50	20.00
29	R.S	7.50	15.00
30	R.D	4.00	13.00
31	H.A	9.50	14.00
32	H.M	7.00	12.00
33	H.Z	10.00	15.00
Sum of scores Σx		226.50	477.00
Mean of scores ($\overline{x}$)		6.86	14.45

Graph 4.2: Pupils' pretest and posttest scores
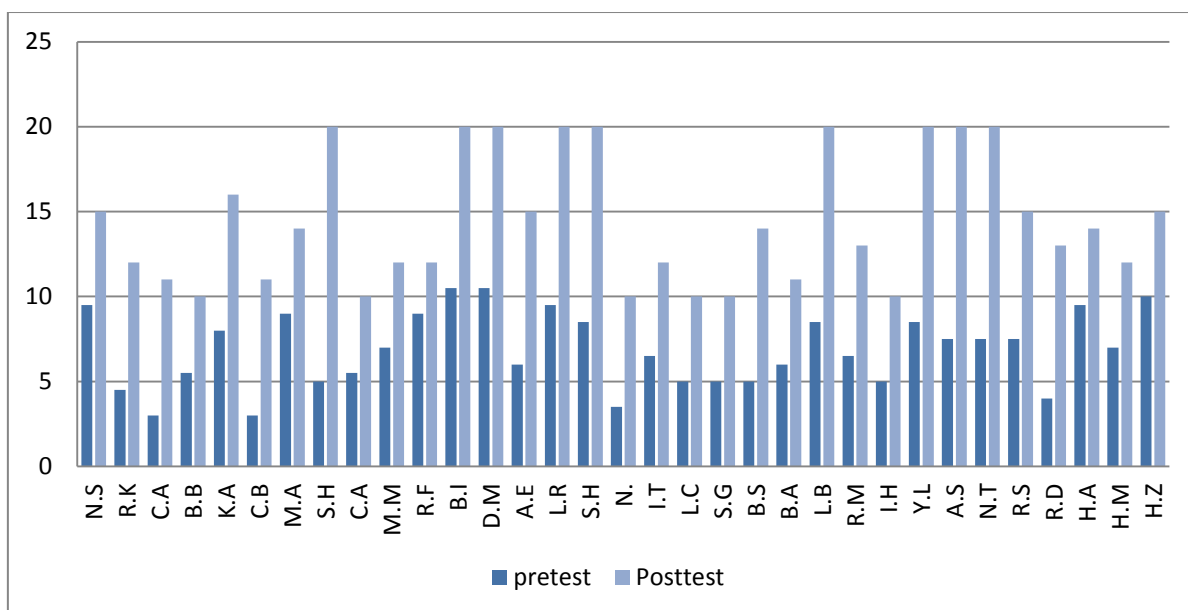
Table 4.5 and graph 4.2 indicate that there is an increase in pupils' scores between the pretest to the posttest, which is showed in the sum of scores (226.50vs.487.00) and the difference in the means (6.86vs.14.45).

Table 4.6: percentage of pupils' answers in the pretest

	Treatment group	
	Number of answers	**Percentage**
Good answers	0	0%
Acceptable answers	3	9.09%
Weak answers	30	90.90%
Total	33	100%

N=33

Highest score: 10.5

Lowest score: 3

The above table presents pupils' answers during the pre-test. There were no good answers. This indicates that the pupils lacked vocabulary in the pre-test. Therefore, weak answers constituted 90.90% of the sample. This concludes that the pupils needed intensive vocabulary teaching which will be through the use of pop songs.

Table 4.7: percentage of pupils' answers in the posttest

	Treatment group	
	Number of answers	**Percentage**
Good answers	17	51.51%
Acceptable answers	10	30.30%
Weak answers	6	18.18%
Total	33	100%

N=33

Highest score: 20

Lowest score: 10

Table 4.7 indicates that 51.51% of the post-test's answers were good answers. Moreover, 30.30% of the sample represented acceptable answers. This shows the improvement in pupils' answers. Conversely, there were only six weak answers. Consequently, there is an enormous difference when we compare the results to the pre-test.

Table 4.8: the difference of means in the pretest and posttest

Tests	Pretest	Posttest	The difference
Means	6.86	14.45	7.59

As can be seen in table 4.8, there is a distinction between the pretest and the posttest scores. This is expressed through the progress of the posttest scores of the pupils after the treatment in comparison to the pretest. In addition, the difference between means is found (7.59). Then, it is noticed that pupils' scores in the posttest are better than the pretest due to the treatment.

Table 4.9: frequency distribution of scores

Pretest		Posttest	
Score (Xpre)	**Frequency (F)**	**Score (Xpost)**	**Frequency (F)**
3	2	10	6
3.5	1	11	3
4	1	12	5
4.5	1	13	2
5	5	14	3
5.5	2	15	4
6	2	16	1
6.5	2	20	9
7	2	**Sum of (F)**	33
7.5	3		
8	1		
8.5	3		
9	2		
9.5	3		
10	1		
10.5	2		
Sum of (F)	33		

Graph 4.3: frequency score values of the pretest and posttest
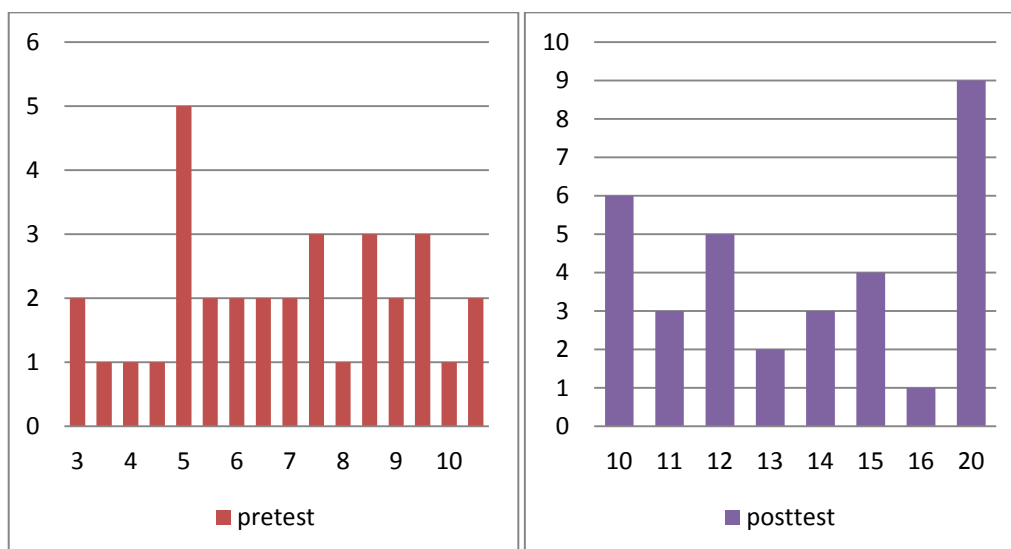
Table 4.9 and graph 4.3 show the scores of the pretest and posttest gained by the pupils. In the pretest we observe that:

- The score values range from 3 to 10.5.

- 3 scores above the average 10 while 30 scores below the average 10.

- The score 5 being the highest score frequency.

Concerning the posttest scores, the researcher notices the following:

- The score values range from 10 to 20.

- All the scores were above the average.

- The score 20 being the highest score frequency.

As a result, it can be observed that nearly all the pupils' scores were below the average (10) in the pretest; this means that the pupils had poor vocabulary. However, in the posttest pupils' scores were all above the average (10). In addition, nine pupils scored the full mark (20) which may indicate that pop songs have helped them to enhance their vocabulary.

Table 4.10: the sum, the mean and the standard deviation of the pretest and posttest

Descriptive statistics				
	N	**Sum**	**Mean**	**Std. deviation**
Pretest score	33	226.50	6.8636	2.19827
Posttest score	33	487.00	14.4545	3.83317
Valid N (listwise)	33			

Table 4.11: the difference between the pretest and posttest's mean and Std. deviation

Descriptive statistics	**Pretest**	**Posttest**	**The difference**
Mean	6.86	14.45	7.59
Std. deviation	2.19827	3.83317	1.63

The results illustrated in table 4.10 indicate that there was an improvement of pupils' performance in their scores. This may denote that the use of pop songs in the treatment contributed to enrich pupils' vocabulary in the posttest. Moreover, the statistics obtained in table 4.11 shows that the difference in means between the pretest and the posttest was (7.59) and the difference of standard deviation was (1.63). Thus, to prove the difference between two tests it is necessary to calculate the t-test value.

4.1.3. T-test Calculation

According to Cohen, Manion, and Morrison (2007, p. 543) "The t-test is used to discover whether there are statistically significant differences between the means of two groups." The formula of the t-test is the following:

$$t = \frac{Sample\ one\ mean - sample\ two\ mean}{Standard\ error\ of\ the\ difference\ in\ means}$$

Also, to calculate the t-test, the standard Error (SE) must be calculated and its formulas the following:

$$SE = \frac{\sigma \leftarrow \text{Standard deviation}}{\sqrt{n} \leftarrow \text{Number of samples}}$$

Table 4.12: the standard error of means of pretest and posttest

Descriptive statistics		
	N	**Mean**
	Statistics	**Std. error**
Pretest	33	0.38267
Posttest	33	0.66727
Valid N (listwise)	33	

The table 4.12 depicted the standard error of mean of the pretest and the posttest. The standard error of pretest mean is (0.38) and standard error mean of posttest is (0.66).

Table 4.13: standard error difference in means

Paired sample test			
Paired difference			
Pretest Posttest	**Mean**	**Std. deviation**	**Std. error mean**
	7.59	1.63	0.2846

Table 4.13 displayed the difference of mean and standard deviation of two tests: the pretest is (7.59) and the posttest is (1.63). The standard error difference in means of two tests also showed and it is (0.28).

Table 4.14: the t-test and degree of freedom

		Paired differences		t	df	Sig. (2-tailed)
		95% confidence interval of the difference				
Pair 1	**Pretest Posttest**	Lower	upper	14.593	32	.000
		6.53136	8.65046			

Paired samples test

- **Degree of Freedom**

The formula of degree of freedom appropriate for this t-test is df = N-1. It is obtained 32 as showed in the table and calculated as the following: df = (N − 1) = (33− 1) df = 32

After calculating the t-test and degree of freedom, the critical value must be found to verify the hypothesis. For that reason, the table of T distribution of critical values is necessary to be used.

- **Alpha Decision Level**

In the current study, the researcher decides to set alpha at α .05, which means only 05% chance of error can be tolerated.

- **Critical Value**

Since alpha is set at α 05 which mean only 5% for one tailed decision, df = 32 and the corresponding critical value for "t" in Fisher and Yates' Table of critical value is 1.694. Therefore, 14.59>1.69

4.1.4. Hypothesis Testing

H0: x̄post = x̄pre

H1: x̄post > x̄pre

The null hypothesis H0 means that there is no statistically significant difference between the means of the group in the pretest and posttest. Meanwhile, the alternative hypothesis H1 suggests that there is statistically significant difference between the means of the group in the pretest and posttest.

Alpha level: $\alpha < .05$, one tailed (directional) decision.

Observed statistics: tobs=14.59

Critical statistics: tcnt= 1.69

Degree of freedom: df=32

In order to confirm the descriptive statistics, we calculated and presented inferential data. Moreover, we conducted a dependant (paired) t-test to compare results because it is the suitable one to our study since we are dealing with one paired group who received the pretest, posttest and the treatment. Therefore, the t-value obtained from table 4.14 is (14.59) and the corresponding p-value is (Sig=.000) which is less than p-value 0.05. In addition, the observed statistics (14.59) is greater than the critical value (1.69) as depicted in table 4.15.

As a result, we can conclude that the increase in pupils' posttest scores is 95% due to the use of pop songs to enhance vocabulary and only 5% is due to chance. Therefore, the null hypothesis H0 which assumes that if EFL learners listen to pop songs they will not enrich their vocabulary is rejected at P<.05 in favor to the alternative hypothesis H1 which suggests that if EFL learners listen to pop songs they will enrich their vocabulary.

4.2. The Analysis of the Classroom Observation

Item 01: the physical setting is clean, organized, roomy and comfortable so that pupils can interact and speak.

Table 4.15: The physical setting is clean, organized, roomy and comfortable so that pupils can interact and speak

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The table shows that the physical setting in all sessions was organized in terms of the teacher's desk, pupils' tables and the whiteboard. The classroom also was clean from any

dirt and well decorated which is why the pupils were very comfortable to interact with each other as well as with the researcher.

Item 02: the seating arrangement favors effective communication skills.

Table 4.16: The seating arrangement favors effective communication skills

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good		*	*	*	*	*
Acceptable	*					
Weak						

The above table reveals that in session one the seating arrangement was acceptable because according to their teacher, the pupils changed their usual seating places. However, their interaction was good. Whilst in the five other sessions the seating was good which favored effective communication, discussion and participation.

Item 03: the researcher summarizes the course content and objectives that will be dealt with today.

Table 4.17: The teacher summarizes the course content and objectives that will be dealt with today

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

Table 4.17 indicates that the researcher succeeded throughout the whole sessions in summarizing the course content and objectives to be dealt with. Moreover, the researcher tried to explain in clear words the goals of each session in order to make the pupils aware of what she is expecting from them.

Item 04: researcher provides a friendly and comfortable atmosphere for pupils to make them participate naturally through tasks.

Table 4.18: Teacher provides a friendly and comfortable atmosphere for pupils to make them participate naturally through tasks

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The observation of this item shows that the whole sessions shared the same answer which is good. That means that the researcher was always active, motivated and engaged with the pupils which led to a friendly and comfortable atmosphere in the classroom. Therefore, the pupils were able to participate naturally through the tasks.

Section two: songs selection.

Item 01: researcher selects songs adapted to pupils' level.

Table 4.19: Researcher selects songs adapted to pupils' level

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

This item concerned the songs selection. As can be seen, the researcher's selection of songs was good in all sessions. That is because we adapted songs that are suitable to the pupils' level i.e. the songs contained clear authentic language and simple vocabulary for them to understand.

Item 02: the researcher selects enjoyable songs.

Table 4.20: The researcher selects enjoyable songs

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The table shows that in the whole sessions the selection of enjoyable songs was good. This denotes that the pupils enjoyed the songs the researcher has chosen and this has to do with the rhythm, topic and music video of the songs. The pupils clearly stated in all sessions that they liked the songs 100%.

Item 03: songs are suitable to the sequence me and my lifestyles.

Table 4.21: Songs are suitable to the sequence me and my lifestyles

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The selection of songs also had to be suitable to the sequence the pupils were studying at that period of time which was labeled as 'Me and my lifestyles'. This sequence was about the past. So, the researcher selected songs about childhood memories. Therefore, the songs choice was good in all sessions.

Item 04: the attributed time to listen to songs and do the tasks is smooth, sequenced and logical.

Table 4.22: The attributed time to listen to songs and do the tasks is smooth, sequence and logical

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The concern of this item is the timing. As the table shows that the attributed time for listening to the songs and doing the tasks is smooth, sequenced and logical was good from session one to session six due to the organization of time done by the researcher, the PDP stages and the tasks were given the right consistency of time to allow the pupils to complete them.

Item 05: the tasks are appropriate for pupils' age and abilities.

Table 4.23: The tasks are appropriate for pupils' age and abilities

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

Apart from songs selection, the researcher was also required to develop tasks that are appropriate for pupils' age and abilities. As a result, the table shows the same observation in all sessions which is good. This means that the tasks were suitable to pupils' level and that they were developed purposefully to achieve the learning objectives. Thus, the pupils' were able to perform better.

Section three: content comprehension.

Item 01: researcher uses body language, audiovisual aids along with technological devices to communicate meaning to pupils.

Table 4.24: Researcher uses body language, audiovisual aids along with technological devices to communicate meaning to pupils

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good		*	*	*	*	*
Acceptable	*					
Weak						

As can be seen from the table, the use of body language and audiovisual aids with the technological devices was acceptable in the first session. However, on the other sessions, it was good. This has to do with the effort of the researcher to communicate meaning to the pupils by explaining through body language and gestures as well as using the data show to facilitate the understanding.

Item 02: researcher discusses the song theme with pupils.

Table 4.25: Researcher discusses the song theme with pupils

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

We aimed to check pupils' understanding of what the songs are about by discussing the theme with them. As the table shows, the discussion was good in all session. This denotes that the pupils were successfully able to discuss what they heard from the song and watch from the music video.

Item 03: the researcher checks pupils' understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions.

Table 4.26: the Researcher checks pupils' understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good		*	*	*	*	*
Acceptable	*					
Weak						

We can observe that from the second to last session the scale was good. This concludes that the researcher was continuously checking pupils' understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions. However, in the first session his/her checking was acceptable probably because she/he did not pay attention, yet the researcher has always provided positive feedback.

Section four: vocabulary understanding.

Item 01: researcher asks pupils to make to make guesses as to what the words means.

Table 4.27: Researcher asks pupils to make to make guesses as to what the words means

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The table indicates that pupils' guessing of what the words mean was on a good scale in the whole sessions. The researcher asked the pupils to try guessing before she/he would tell them the right answer because she/he wanted to know if the pupils would be able to deduce the meaning from listening to the song and watching the music video.

Item 02: researcher explains (new) words in the foreign language.

Table 4.28: Researcher explains (new) words in the foreign language

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

As it is indicated above, we observed whether the researcher explains the vocabulary in the foreign language or not. As a result, the answer was good in every session. This concludes that the researcher explained the words in the foreign language so that the pupils are aware of the words' meaning in English because it would help them to be able to define them by themselves.

Item 03: researcher explains the (new) words in pupils' native language (i.e. use of translation).

Table 4.29: Researcher explains the (new) words in pupils' native language (i.e. use of translation)

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good			*	*	*	*
Acceptable	*	*				
Weak						

The goal of this item was to translate the taught vocabulary to pupils' native language i.e. Arabic. However, in the first and second session, the researcher failed to translate the words because it was hard to find an equivalent in Arabic. Yet the researcher tried his/her best to provide examples and illustrations. Nonetheless, in the third, fourth, fifth and sixth session, the researcher succeeded in translating.

Item 04: researcher asks one or some pupils to explain the words to their classmates.

Table 4.30: Researcher asks one or some pupils to explain the words to their classmates

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

We notice from the table above, the researcher allowed the opportunity for the pupils to discuss and explain the vocabulary to their classmates. As a result, the scale was good in every session. The researcher aimed to give the chance for those who understood the vocabulary to express themselves by explaining to their classmates. Moreover, we believed that allowing them to explain to each other in simple words may help them remember better.

Item 05: pupils fully understand the vocabulary taught by the end of the session.

Table 4.31: Pupils fully understand the vocabulary taught by the end of the session

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

Throughout the sessions, we noticed that pupils' understanding of vocabulary was good. This was proven because, at the end of each session, they were able to form simple meaningful sentences using the taught vocabulary as well as understand sentences which contain the target vocabulary. The pupils were also able to write and pronounce the words correctly.

Section five: pupils' interaction and motivation.

Item 01: pupils react positively to the songs.

Table 4.32: Pupils react positively to the songs

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

In all sessions, the pupils had a positive attitude towards the selected songs because most of them liked and listened to pop songs except for a few boys who preferred rap songs. However, even this minority enjoyed the songs. Their positive reaction was noticed when they cheerfully discussed the topic of the songs as well as their humming along while listening.

Item 02: pupils try to guess the new words in L1 and FL.

Table 4.33: Pupils try to guess the new words in L1 and FL.

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

Pupils' tries in guessing the learned vocabulary in both their L1 and FL was good from the first to the last session. The researcher used hints and examples to help them guess the meaning. Some of them also used the dictionary to participate. Therefore, they were all motivated to share their answers.

Item 03: pupils complete the given tasks.

Table 4.34: Pupils complete the given tasks

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

We notice from the table that all sessions contained the scale good for the completion of tasks. Hence, it was the role of the researcher to develop tasks that suit pupils' abilities as well as the attributed time of the session so that the pupil would be able to complete them. Moreover, the pupils showed the ability of understanding what they are required to do.

Item 04: pupils participate in the correction of the tasks.

Table 4.35: Pupils participate in the correction of the tasks

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The table above reveals that the participation of the pupils in the correction of tasks was good from session one to session six. This is because they were able to complete the given tasks. As mentioned before, the tasks were developed to be simple and clear in order to motivate the learners. The researcher tried to provide equal opportunity for all the pupils to write their answers on the board.

Item 05: pupils sing the song at the end of the session.

Table 4.36: Pupils sing the song at the end of the session

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good					*	*
Acceptable			*	*		
Weak						

The aim behind this item was to help the pupils memorize the lyrics in order to understand the vocabulary which they had learned. However, in the first and second session, they did not sing because the time was not enough. Whilst, in the third and fourth sessions their singing was acceptable because only half of the class sang while the other half was shy. Yet, on the fifth and sixth session, all of the class participated in singing and they all showed their excitement.

Section six: feedback.

Item 01: researcher corrects the tasks and gives feedback.

Table 4.37: Researcher corrects the tasks and gives feedback

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

Since we were dealing with beginners in English, the researcher helped the pupils in the correction of tasks along with constructive oral and written feedback. As a result, the whole sessions got a good scale.

Item 02: researcher provides the opportunity for pupils to correct each other.

Table 4.38: Researcher provides the opportunity for pupils to correct each other

	Session (01)	Session (02)	Session (03)	Session (04)	Session (05)	Session (06)
Good	*	*	*	*	*	*
Acceptable						
Weak						

The researcher provided the opportunity for the pupils to correct each other. Therefore, the opportunity was good in the whole sessions. While correcting the tasks on the board, the researcher made the pupils participate in writing their answers on the board and we gave the chance to others to correct their mates' mistakes in order to make the whole class aware of the errors.

4.3. The Analysis of Pupils' Questionnaire

Section One: Background Information

1. Please specify your gender

Table 4.39: Pupils' gender distribution

Gender	Number of participants	Percentage
Male	20	60.60%
Female	13	39.39%
Total	33	100%

Graph 4.4: Pupils' gender distribution
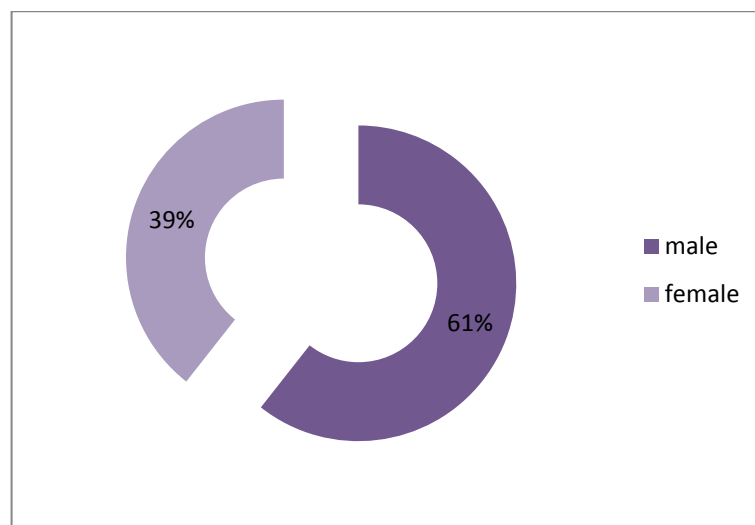
In the table and graph above, it is indicated that our sample included 20 males who constituted 60.60% of the whole population. However, females constituted only 39.39% which represents 13 girls.

2. Please specify your age

Table 4.40: Pupils' age distribution

Age	Number of participants	Percentage
13	11	33.33%
14	17	51.51%
15	5	15.15%
Total	33	100%

Graph 4.5: Pupils' age distribution
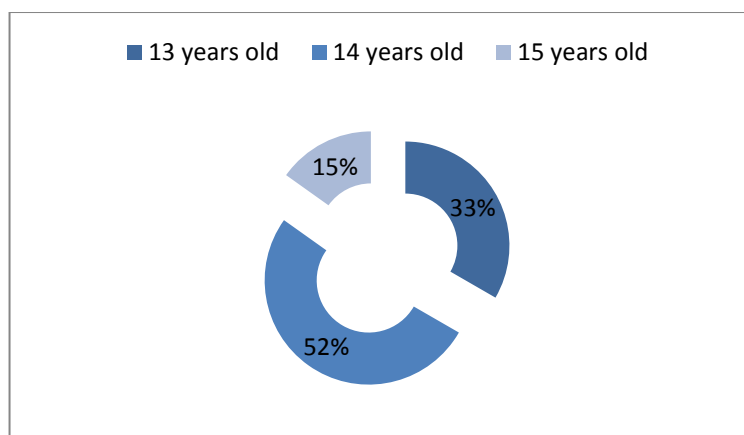
The table and the graph above determined that the majority of the pupils in our sample were 14 years old representing 51.51% of the population. Whereas 33.33% represented those whose age is 13 years old and the rest were aged 15 years old with 15.15% representation.

3. How long have you been learning English?

Table 4.41: Period of learning English

Period	Number of participants	Percentage
3 years	27	81.81%
4 years	6	18.18%
5 years	0	0%
Total	33	100%

Graph 4.6: Period of learning English
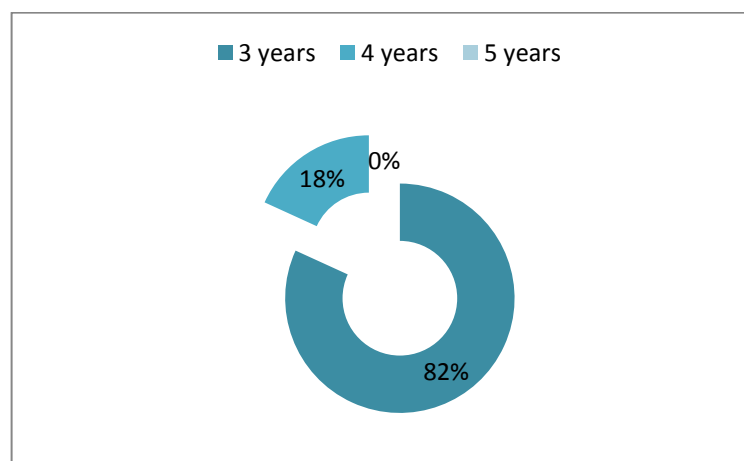
Table 4.41 and graph 4.6 revealed that 81.81% of the pupils have been learning English for three years and that is the normal situation according to their age and the Algerian system of education. While 18.18%, their answer was 4 years which indicates that they redid their studies only one time. This also implies that our pupils' level in English is still limited and they are still beginners because they have not been studying English for a long period.

4. Do you like learning English?

Table 4.42: Attitude about learning English

Attitude	Number of participants	Percentage
Yes	32	96.96%
No	1	3.03%
Total	33	100%

Graph 4.7: Attitude about learning English
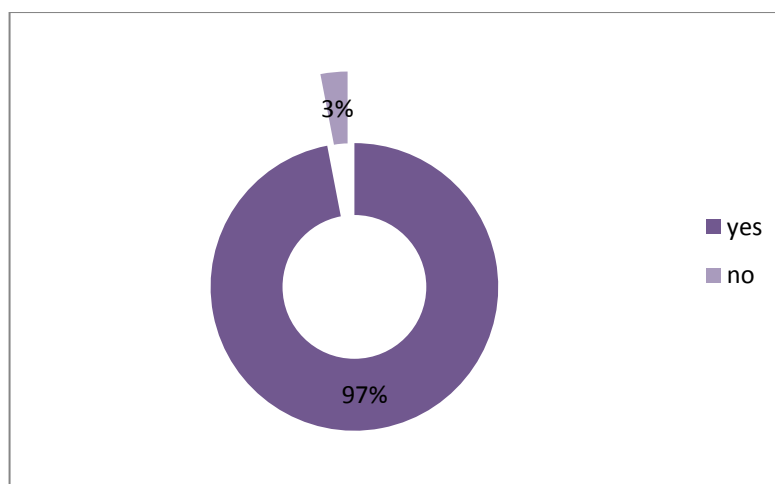
As it can be seen from the table and graph above, only one pupil says that he does not like learning English maybe because he finds it difficult or maybe because he prefers other modules. However, 96.96% which is the entire class answered with yes and that means that they like learning English because of personal reasons that will be revealed in the following question. This also implies their positive attitude towards the language.

5. You like learning English because

Table 4.43: Reasons for learning English

Reasons	Number of participants	Percentage
b	6	18.18%
c	6	18.18%
a+b	1	3.03%
a+c	1	3.03%
c+d+e	1	3.03%
b+e	1	3.03%
b+c	1	3.03%
b+d+e	2	6.06%
a+c+d+e	2	6.06%
a+b+c	1	3.03%
a+b+d	1	3.03%
a+b+c+e	4	12.12%
All of them	6	18.18%

Graph 4.8: Reasons for learning English
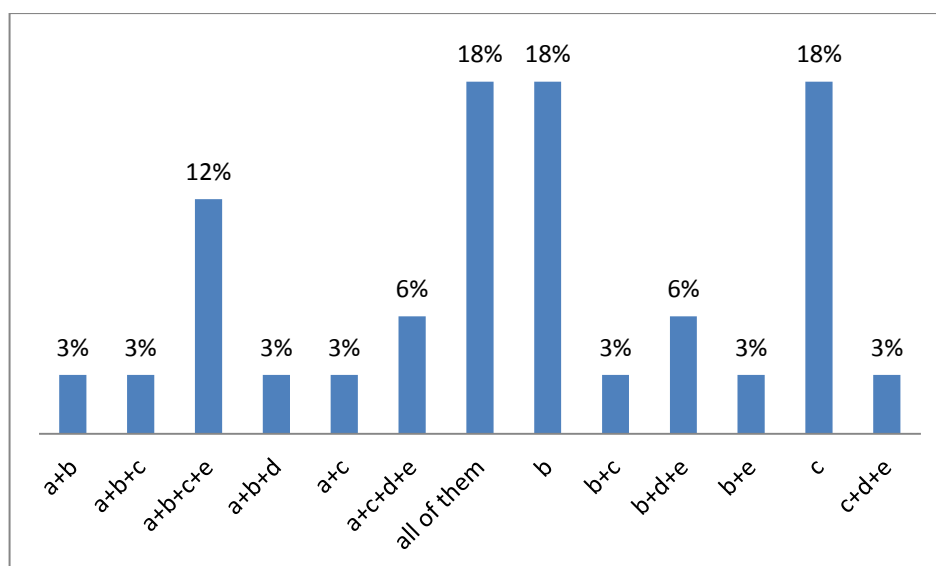
The results obtained from table 4.43 and graph 4.8 indicated that 18.18% liked to study English because they wanted to be able to speak and communicate freely in English. While other 18.18% wanted to chat with foreigners. Four pupils representing 12.12% chose to get good marks, speak and communicate freely, chat with foreigners and to travel to an English country. Apparently, 6.06% revealed the following reasons: to understand

video games and phone application besides traveling to an English country and chatting with foreigners. One pupil comprised 3.03% chose to get good marks and to be able to speak and communicate freely. Another one chose to chat with foreigners and travel to an English country, since English is a global language nowadays, as well as to understand video games and phone applications. Next, 12.12% of answers were mixed between the reasons a+c+d+e. Moreover, one pupil chose the reasons b+c and another one chose b+e whilst a+c was the choice of another pupil. In the other hand, 3.03% their choice was among the reasons a+b+c whereas the choice of another other 3.03% was among a+b+d. finally, the rest 18.18% representing six pupils wanted the English language to achieve all of the stated goals which are: to get good marks, speak and communicate freely, chat with foreigners and to understand video games and phone application besides travelling to an English country.

6. How do you consider your vocabulary repertoire in English?

Table 4.44: Vocabulary repertoire in English

Level	Number of participants	Percentage
Rich	7	21.21%
Acceptable	19	57.57%
Limited	7	21.21%

Graph 4.9: Vocabulary repertoire in English
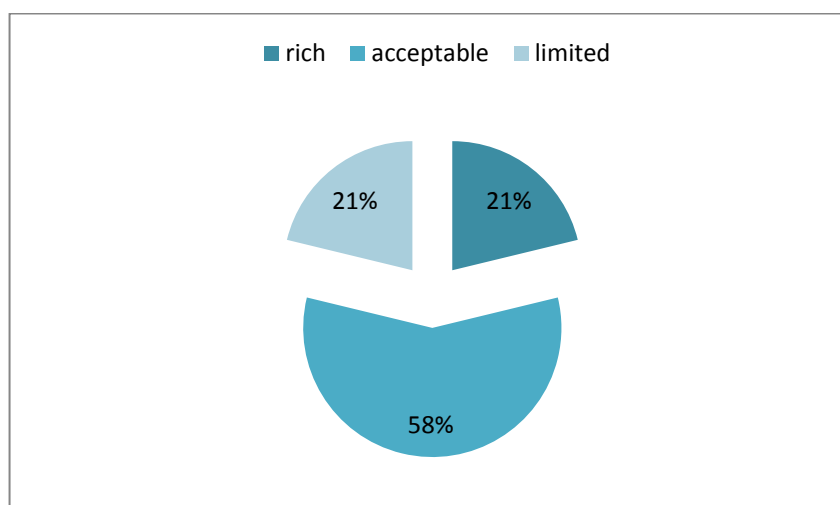
The table and the graph above revealed that more than half of the total sample 57.57% considered their vocabulary repertoire to be quite acceptable which is normal because they are still beginners and their exposure to English is still limited. Seven pupils who comprised 21.21% claimed to have a rich vocabulary repertoire in English which is not logic according to their level. The rest who represented 21.21% declared that their vocabulary repertoire is very limited which denotes that they need help to enrich their vocabulary.

7. Do you listen to pop songs?

Table 4.45: Listening to pop songs

Attitude	Number of participants	Percentage
Yes	29	87.87%
No	4	12.12%
Total	33	100%

Graph 4.10: Listening to pop songs
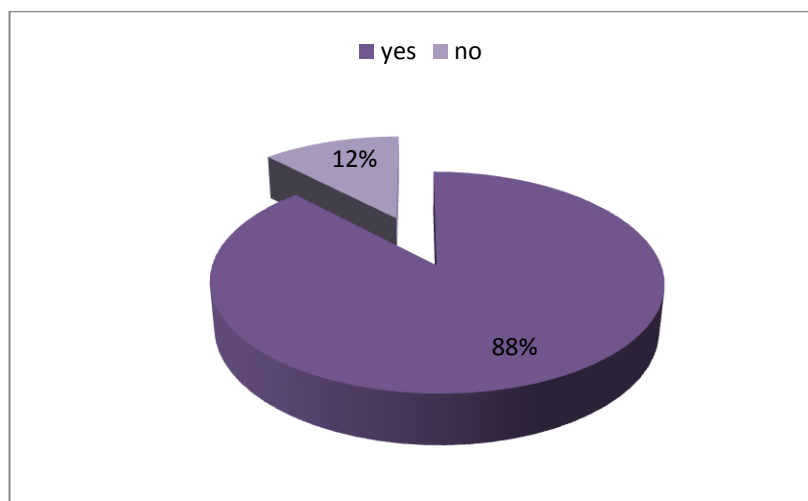
As the table and the graph shows that 87.87% do listen to pop songs which means that they like them and they are familiar with the popular singers. However, four pupils responded with a no which means that they may have other musical interests such as rap songs.

Section two: pupils' attitudes towards the use of pop songs in the classroom.

1. How do you find the lesson when using pop songs?

Table 4.46: Pop songs incorporation with the lesson

Attitude	Number of participants	Percentage
a	4	12.12%
b	11	33.33%
c	13	39.39%
a+c	3	9.09%
b+c	1	3.03%
a+b+c	1	3.03%

Graph 4.11: Pop songs incorporation with the lesson
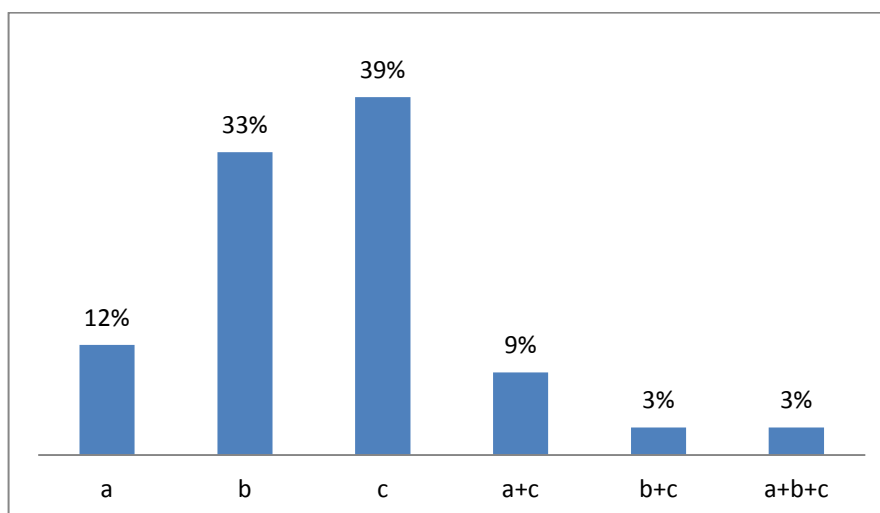
The results obtained from table 4.46 and graph 4.11 show that 39.39% found that the use of pop songs with the lesson is very exciting. Moreover, 33.33% found pop songs to be helpful when used with the lesson and this means that they have learned from them. In addition, 12.12% said that pop songs are motivating. Three pupils chose both the answers motivating and exciting while one pupil chose the answers helpful and exciting. Finally the last 3.03% found that pop songs are motivating, helpful and exciting. The pupils' answers indicate that they share a positive attitude towards the use of pop songs with the lesson.

2. Do you agree with the use of pop songs during the lesson?

Table 4.47: The use of pop songs with the lesson

Attitude	Number of participants	Percentage
Agree	32	96.96%
Disagree	0	0%
Neutral	1	3.03%

Graph 4.12: The use of pop songs with the lesson
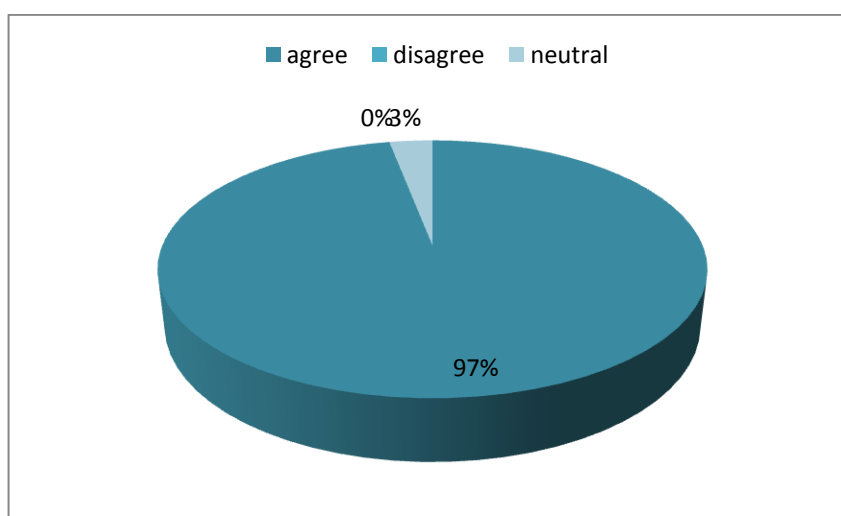
It is shown in the table and the graph that the entire class representing 96.96% agreed to the use of pop songs with the lesson except for one pupil whose answer was neutral probably because he agrees and disagrees in the same time. However, we understand from the majority of the answers that the pupils would like to study with pop songs.

3. Does the use of pop songs in the classroom increase your desire to improve your vocabulary?

Table 4.48: The desire to improve vocabulary

Attitude	Number of participants	Percentage
Very much	27	81.81%
Somehow	6	18.18%
Not at all	0	0%

Graph 4.13: The desire to improve vocabulary
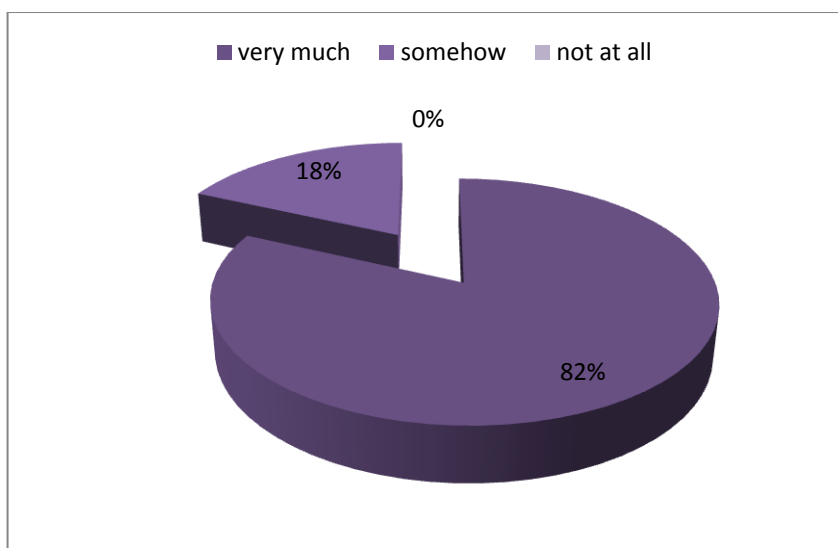
The table and the graph showed that nearly the whole number of the pupils 81.81% answered that pop songs increase very much their desire to improve their vocabulary. Whilst, 18.18% answered with somehow which means that the pupils were willing to enrich their vocabulary repertoire.

4. Does listening to pop songs raise your interest to learn its lyrics?

Table 4.49: Interest to learn the lyrics

Attitude	Number of participants	Percentage
Always	22	66.66%
Usually	8	24.24%
Sometimes	3	9.09%

As it is shown from the table above and the graph below, the majority of the pupils 66.66% said that listening to pop songs always raise their interest to learn its lyrics. Whereas, eight pupils answered that it usually raise their interest. This denotes that pop songs are very interesting to the extent that makes the pupils seek to learn their lyrics. The rest of the pupils who represent 9.09% answered with 'sometimes'.

Graph 4.14: Interest to learn the lyrics
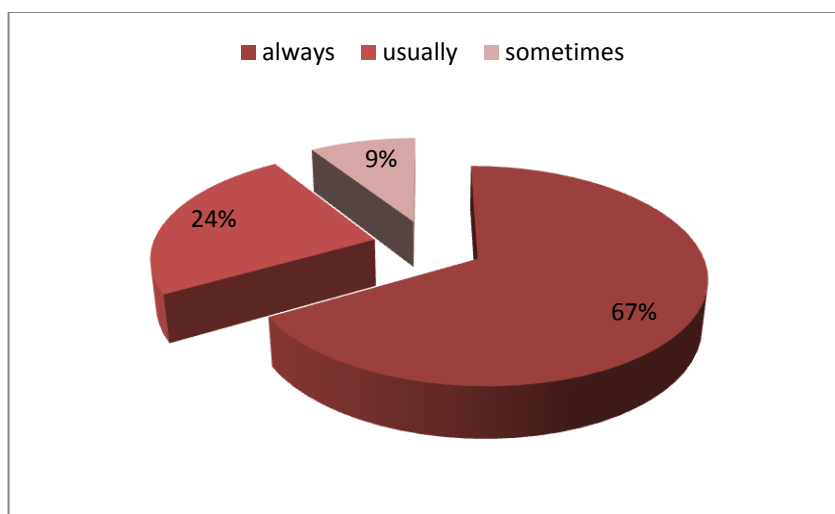
5. Does this method help you learn new vocabulary?

Table 4.50: Learning method

Attitude	Number of participants	Percentage
Yes	33	100%
No	0	0%
total	33	100%

Graph 4.15: Learning method
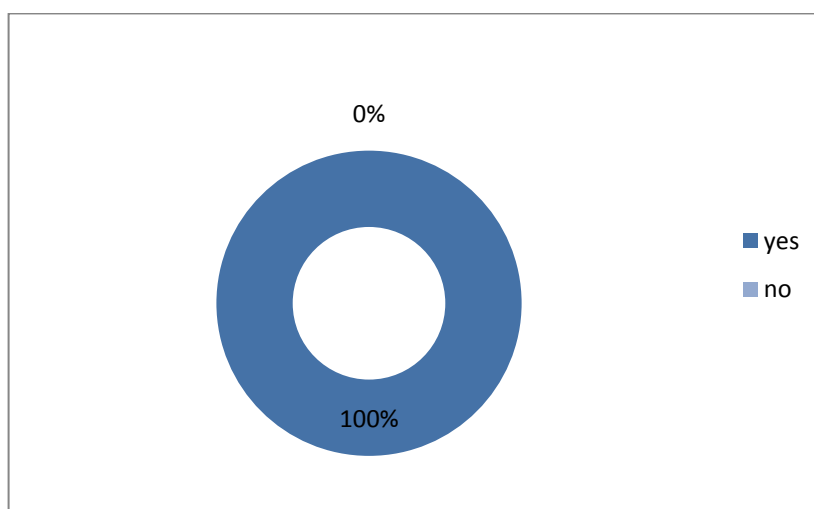
The table and the graph shows that the entire participants 100% answered positively on the question, this indicates that the pupils find the method of improving vocabulary

through the use of pop songs very helpful and beneficial maybe because this method makes learning more interesting and fun instead of learning in the traditional methods.

6. What does help you more in understanding vocabulary?

Table 4.51: Vocabulary understanding

Attitude	Number of participants	Percentage
Lyrics	4	12.12%
Images	3	9.09%
Rhythm	0	0%
All together	26	78.78%

Graph 4.16: Vocabulary understanding
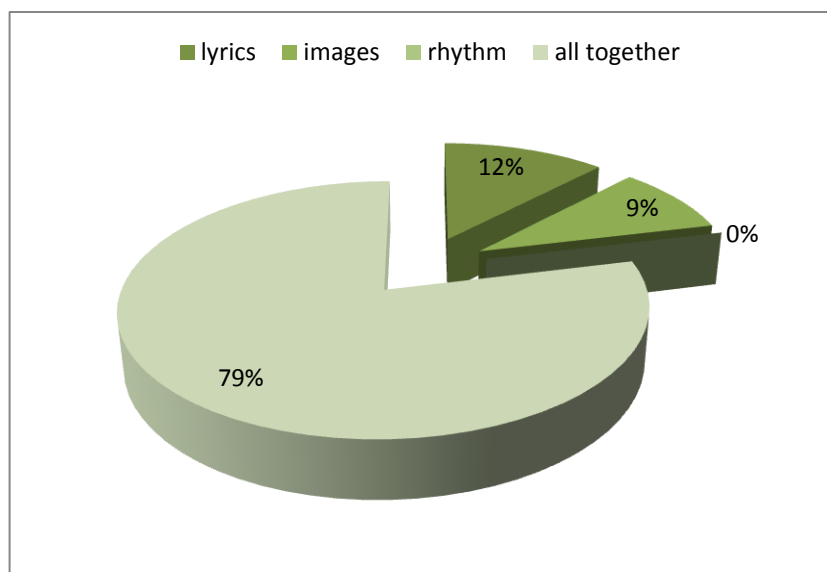
According to the results shown in table and the graph, we notice that the highest percentage is devoted to the fourth option. That is 45.94% of the pupils understand the vocabulary through the lyrics, images and rhythm of the song. However, 12.12% said they understand through the lyrics which reveal that they are auditory learners while 9.09% preferred images which mean that they are visual learners.

7. While watching the song, do you pay attention to

Table 4.52: Paying attention to

Attitude	Number of participants	Percentage
Rhythm	5	15.15%
Images	3	9.09%
Lyrics	5	15.15%
All together	20	60.60%

Graph 4.17: Paying attention to
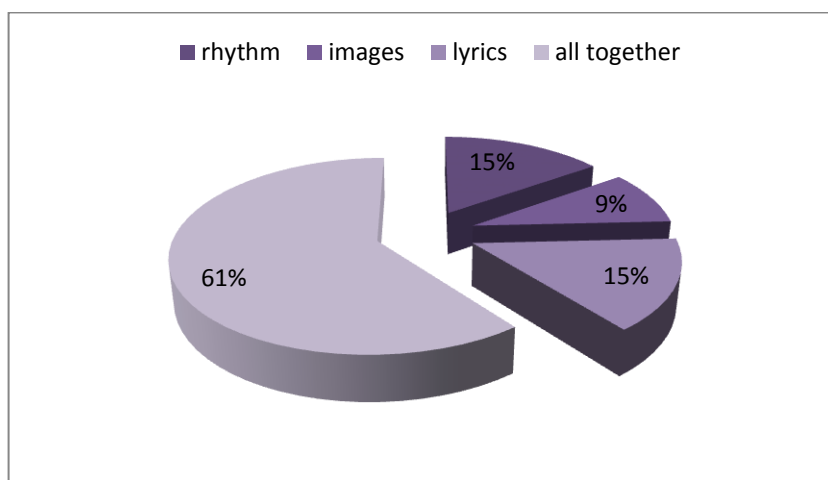
The results obtained from the table and the graph explains that the majority of the pupils representing 60.60% pay attention to the rhythm, images and the lyrics while watching a song. We understand that they enjoy listening and watching as well as reading the lyrics to sing along with the song. Five pupils said that they pay attention to rhythm and five others said the lyrics. The other 15.15% pays attention to the images probably because they are interested in the story of the song.

8. Do you use the vocabulary you have learnt from the songs you studied with?

Table 4.53: The use of vocabulary

Attitude	Number of participants	Percentage
Always	2	6.06%
Often	20	60.60%
Sometimes	11	33.33%
Never	0	0%

Graph 4.18: The use of vocabulary
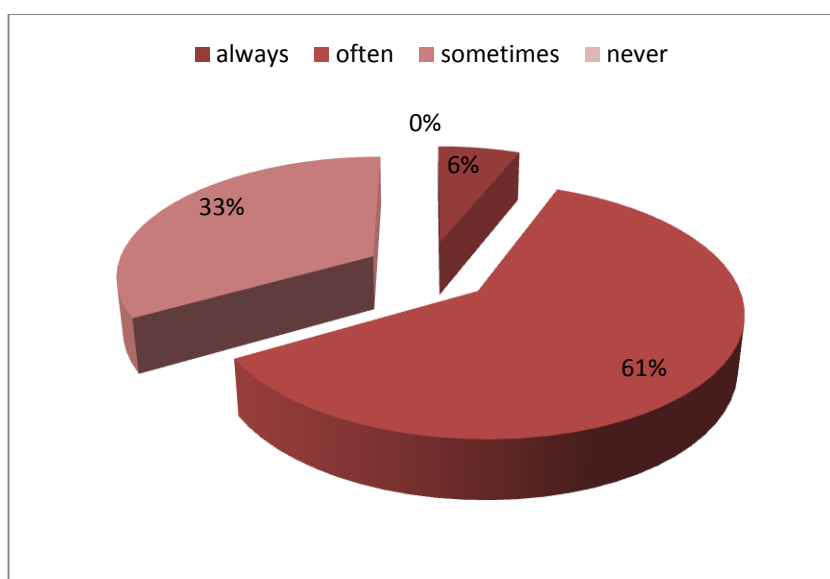
Concerning the use of the learned vocabulary, 60.60% of the pupils answered that they often use the vocabulary they have learned. 33.33% answered with sometimes while two pupils' answered with always. Their answers reveal that they found the vocabulary very useful and their use of it frequently will prevent them from forgetting it. This also justifies that using pop songs is an effective way to enhance vocabulary.

9. Would you like to study with pop songs regularly?

Table 4.54: Learning regularly with pop songs

Attitude	Number of participants	Percentage
Yes	32	96.96%
No	1	3.03%
Total	33	100%

The question would you like to study with pop songs regularly received 96.96% positive responses denoting that the pupils like the idea of learning with pop songs maybe because they benefited from them and enjoyed learning with them . Except for one pupil who responded with no because he probably would like to study with other type of songs.

Graph 4.19: Learning regularly with pop songs
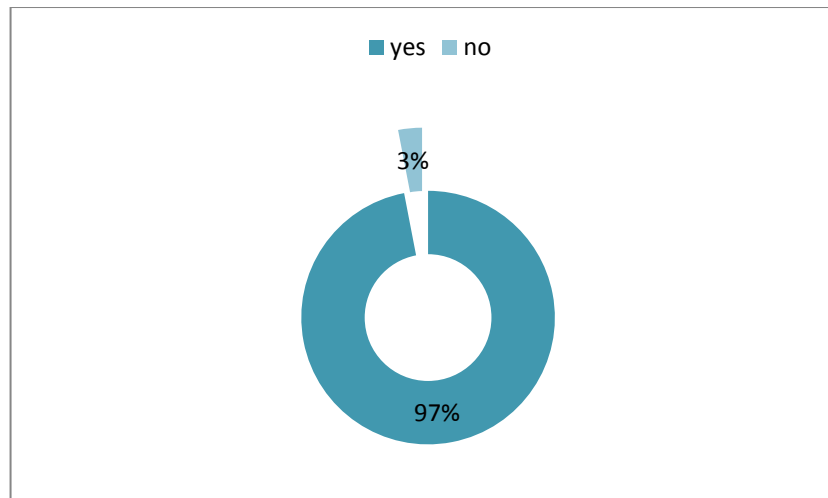
10. Do you prefer pop songs over academic songs?

Table 4.55: Pop songs VS academic songs

Attitude	Number of participants	Percentage
Yes	33	100%
No	0	0%
Total	33	100%

Graph 4.20: Pop songs VS academic songs
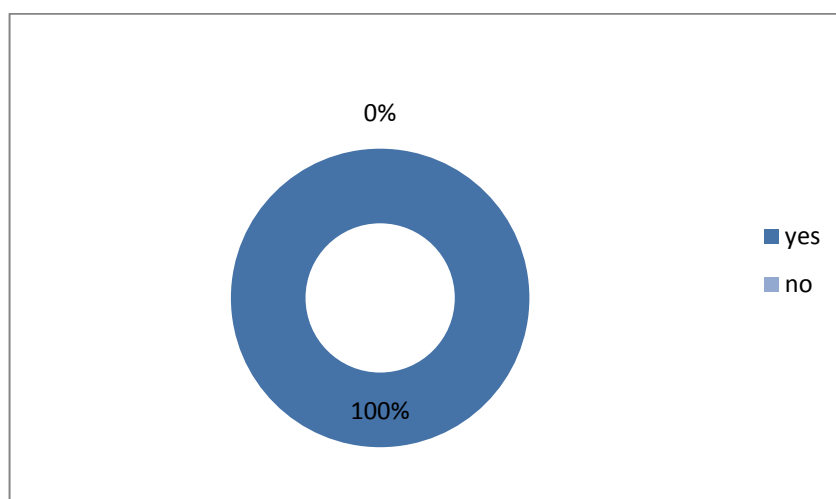
The table and the graph above show that all of the pupils 100% said that they prefer pop songs over academic songs probably because pop songs are fun, motivational. In addition, pop songs lift the atmosphere in the classroom class and bring in a boost of energy making the pupils pay more attention.

11. Have you enjoyed studying with pop songs?

Table 4.56: Studying with pop songs

Attitude	Number of participants	Percentage
Very much	31	93.93%
Somehow	2	6.06%
Not at all	0	0%

Graph 4.21: Studying with pop songs
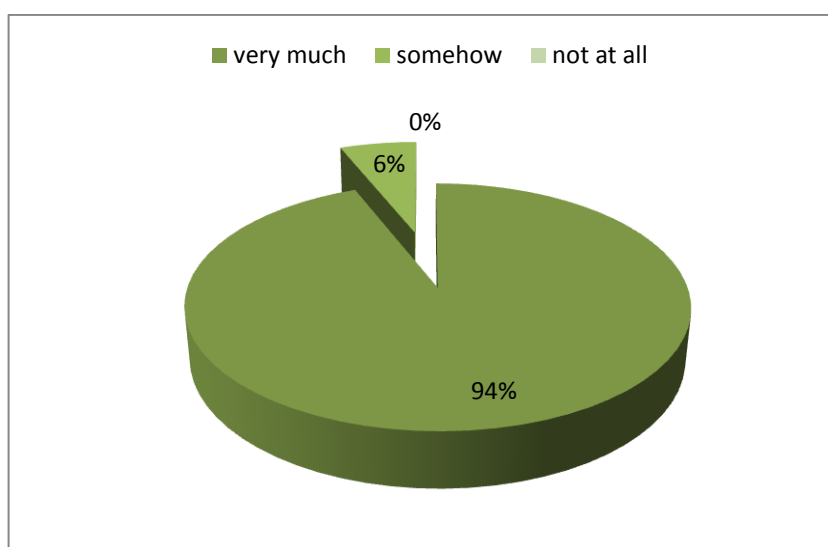
We noticed from the table and the graph that 93.93% admitted that they enjoyed learning with pop songs very much and 9.09% said they somehow enjoyed. Thus, they may want their teacher to always provide them with pop songs. This means that the teacher should be aware of the pupils' wants in order to enhance their vocabulary.

12. Do you feel less motivated when your teacher does not use pop songs in the classroom?

Table 4.57: Learners' motivation

Attitude	Number of participants	Percentage
Yes	30	90.90%
No	3	9.09%
Total	33	100%

Graph 4.22: Learners' motivation
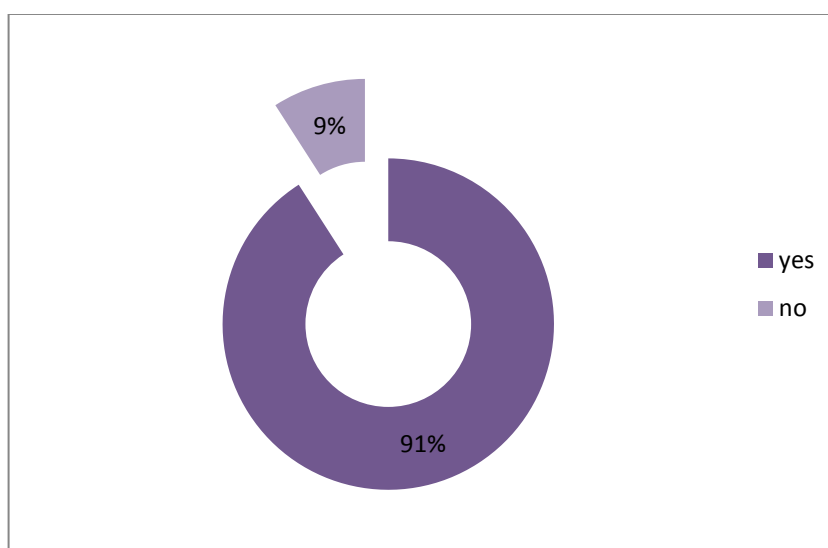
As it is shown from the table and the graph 90.90% of the pupils declared their less motivation when their teacher does not use pop songs in the classroom. This implies that they do feel bored during the lesson and that cause them to participate less. However, three pupils showed that they feel okay when the teacher does not use pop songs.

13. Did you like the pop songs you studied with?

Table 4.58: The used pop songs

Attitude	Number of participants	Percentage
Very much	25	75.75%
Somehow	8	24.24%
Not at all	0	0%

Graph 4.23: The used pop songs
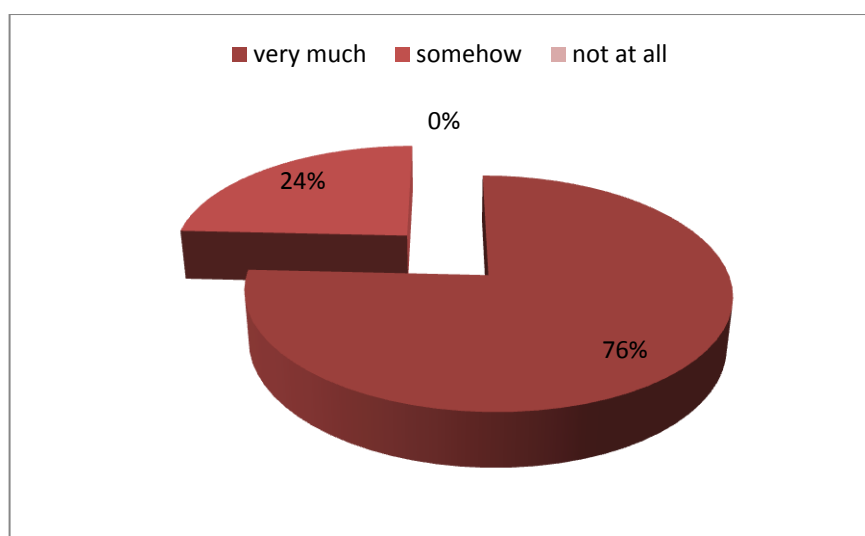
As obtained from the table, 75.75% confirmed that they liked very much the pop songs we used in the classroom and 24.24% answered with somehow. This concludes that none of the pupils have disliked the songs nor felt bored during listening.

14. Using pop songs in the classroom

Table 4.59: Using pop songs in the classroom

Attitude	Number of participants	Percentage
a	8	24.24%
b	5	15.15%
c	4	12.12%
d	7	21.21%
a+b	2	6.06%
a+c	1	3.03%
a+d	5	15.15%
a+b+c+d	1	3.03%

The present question investigated the effect of using pop songs in the classroom. Thus, we notice from the table above that 24.24% of the pupils said that using pop songs in the classroom motivates them to participate which confirms that pop songs are a motivational tool for teaching. 21.21% said that it helps them to work in groups while 15.15% admitted that it reduces their anxiety. Conversely, four pupils' answer was that using pop songs in the classroom make them feel less shy. This means that it boosts their

confidence to participate. 15.15% of the pupils chose the answers a+d while 6.06% chose a+b. moreover, one pupil responded with a+c and another one representing 3.03% responded with a+b+c+d.

Graph 4.24: Using pop songs in the classroom
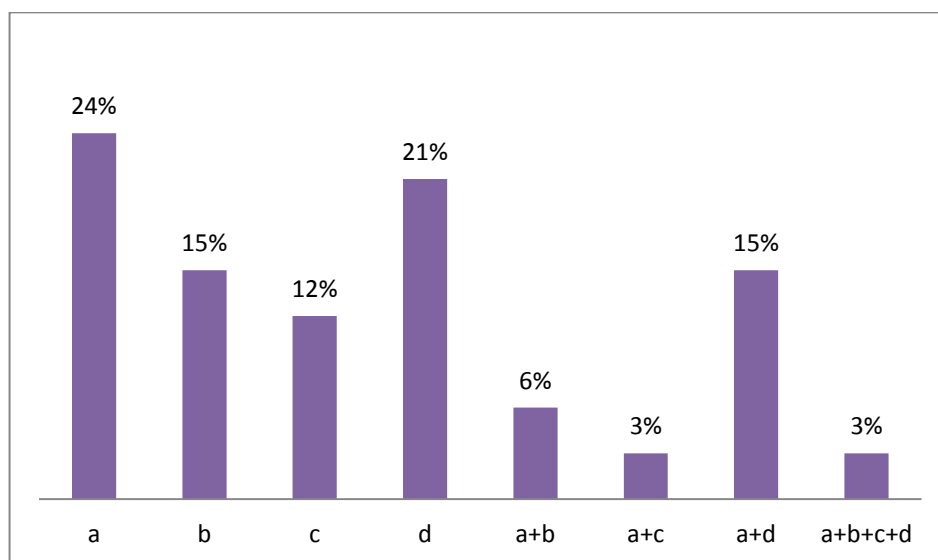
5. Discussion of the Results

The present study aimed to investigate the effectiveness of using pop songs to enrich EFL middle school learners' vocabulary. Most of EFL learners lack vocabulary because they are still beginners to read much in order to enrich their vocabulary. Besides they are not exposed to authentic situations. Therefore, we aimed through this study to find a simple pedagogical technique which will help them enhance their vocabulary; motivate them to participate in the classroom and to create an atmosphere of enjoyment.

The analysis of the gathered data revealed positive results. First, the pretest confirmed that the majority of the pupils lacked vocabulary. Most of them failed to complete the exercises because they were unfamiliar with the words. However, the posttest demonstrated their progress and development and that is due to being exposed to pop songs through lyrics and music videos. The pupils were able to learn new words and understand their meaning. As well as they knew how to correctly pronounce them and use them in sentences.

Secondly, the classroom observation checklist led to the following positive remarks. We noticed that the friendly atmosphere incites the pupils to lower psychological problems

such as shyness, stress and anxiety. In addition, the use of pop songs motivates them to engage and participate more in the learning tasks. Besides that, audio-visual materials attract their' attention. Moreover, we noticed that body language is very important and allows better understanding. Also, the constant minimum use of L1 by the researcher urges the pupils to follow the same path and use the target language. Finally, peer error correction is helpful among the pupils.

Furthermore, the questionnaire revealed positive attitudes. It confirmed that the pupils agree on the use of pop songs in the classroom and that they enjoy learning with them. They also found pop songs exciting and helpful for learning new vocabulary. In addition, the pupils' said that this technique motivates them to participate more in the classroom and reduces their anxiety and shyness. They also declared that they would like to study with pop songs regularly because they prefer them over academic songs. Finally, the pupils admitted their frequent use of the vocabulary they have learnt from the songs.

After the analysis of the findings, the research questions were answered and the hypothesis was verified. Thus, the first question which is do pop songs help EFL learners enrich their vocabulary is demonstrated in the results of the experiment. The researcher noticed that in the pretest the pupils lacked vocabulary and that may be to various reasons. However, after being exposed to pop songs as a treatment for six sessions allowed the pupils to learn new words and that was confirmed in the posttest.

The second question that is how EFL teachers can use pop songs to enrich EFL pupils' vocabulary is revealed in the lesson plans. It requires different steps and activities. However, these steps were planned by the researcher so they may not be suitable for all teachers. Therefore, teachers are welcomed to prepare the lesson plans and activities that suit their pupils' level and the course time.

The last question which aimed to discover the pupils' attitude towards the use of pop songs is answered through the questionnaire which proved the pupils' positive attitude towards the proposal of using pop songs as a technique to enrich middle school learners' vocabulary.

As a result, the alternative hypothesis **'if EFL learners listen to pop songs they will benefit and enrich their vocabulary as well as have positive opinions on using pop**

songs in the classroom' was confirmed. This justifies the effectiveness of using pop songs as a pedagogical technique to enrich EFL middle school learners' vocabulary.

Conclusion

In this chapter, we have discussed the theoretical background of research methodology and the research methodology of the present study. The researcher opted for three data collection methods which were a test, classroom observation, and a pupils' questionnaire. First, the findings of the classroom observation were descriptively analyzed. Second, the pupils' questionnaire was also analyzed descriptively through tables and graphs. Moreover, we analyzed the results that were drawn from the tests through descriptive and inferential statistics and by tables. Thus, the findings of the study revealed that the alternative hypothesis is accepted because the t-value was greater than the critical value, however; the null hypothesis is rejected. Therefore, the researcher deduced that pop songs are helpful material for enriching EFL pupils' vocabulary.

Implications of the Study

This study is carried out with the purpose of exploring new strategies to teach English vocabulary. It is hoped that the results of this study can assure teachers to use pop songs to enrich EFL pupils' vocabulary. Hopefully, this would help in facilitating pupils' understanding of vocabulary.

Furthermore, this technique would surely bring a positive atmosphere to the classroom; if the use of pop songs is incorporated with the lesson, this will strengthen the pupils' relationships with the teacher, increase their motivation, and most importantly change their attitudes towards learning English.

In addition, it will be a good idea if teachers conduct a simple survey asking for their pupils' favorite singers, bands and songs and use them in the lesson. This will surely make teaching more effective when teachers use the songs which their pupils' love.

Moreover, Repetition is very important. Using the same song in two sessions was a significant factor in helping the pupils to acquire and remember the target vocabulary words.

Finally, another thing to consider is that the pupils' find lessons more attractive when using audio-visual materials, for example the use of pictures and the data-show makes them motivated and pay more attention.

General Conclusion

Vocabulary is a basic component of language proficiency. Therefore, acquiring it is a fundamental process when learning a foreign language because it will develop all language skills. As a consequence, learners will become more competent speakers and writers of the foreign language. However, it is observed that EFL learners and especially middle school pupils lack vocabulary due to various reasons. It may be because of less exposure to English words or due to the strategies that are selected for teaching vocabulary. Hence, the present study proposed the use of pop songs as a pedagogical tool to enrich EFL middle school learners' vocabulary.

The study consisted of three chapters. The first chapter highlighted the importance of vocabulary in the field of foreign language learning whereas the second chapter was devoted to the use of pop songs in EFL classes. The third chapter discussed the methodology selected for the study which was a mixed method approach and opted for three data collection methods which were a test, classroom observation, and a pupils' questionnaire. These tools were selected to gather data and to test the hypothesis. The experiment was conducted in eight sessions; six of them were devoted to the treatment with two sessions of the pretest and the posttest.

The findings drawn from the gathered data showed positive results in many respects. The results proved that teaching vocabulary with pop songs enriched the pupils' vocabulary. In addition, pop songs are ideal sources of authentic language that gives pupils the opportunity to be exposed to an authentic and rich language. Furthermore, the use of pop songs to teach vocabulary motivates the pupils, involves the shy ones to participate as well as create an atmosphere of excitement and enjoyment.

To conclude, it is necessary to choose effective teaching techniques that can enrich EFL pupils' vocabulary. These techniques should consider the pupils' needs and preferences in order to draw success which changes the atmosphere of the class into active rather than boring. Thus, pop songs were suggested as a strategy for developing EFL learners' vocabulary for the many reasons mentioned before.

Limitations of the Study

The present study focuses on enriching EFL pupils' vocabulary through the use of pop songs; nevertheless, it has faced some difficulties and limitations.

- The first limitation was that the research was conducted only with one group because of time limits. Therefore, one sample may not represent the attitudes of the whole population.
- The second limitation is that six sessions were not enough for some pupils to learn the vocabulary because of their weak level, and it was better to be carried out for longer period.
- The last limitation was that the school did not have enough dictionaries to work with.

Suggestions and Recommendations

Finally, these are some recommendations that were drawn from the study and suggested for further studies:

For teachers:

- Teachers must be aware of the importance of teaching vocabulary. Thus, they should select helpful techniques that enable learners to acquire vocabulary.
- Teachers should consider using modern technological devices and authentic materials to facilitate vocabulary learning.
- Teachers are advised to use motivational and exciting strategies to motivate and involve their pupils.
- Teachers should take pop songs seriously and consider them as an effective teaching material.
- Teachers are advised to consider their pupils interests and preferences before selecting methods of teaching.

For pupils:

- Pupils are advised to benefit from listening to pop songs and do not only listen for fun.
- Pupils should use the vocabulary they learn from the songs in order to memorize them.
- Pupils are advised to overcome their fear and shyness and participate in the classroom.

For furthers studies:

- Future researchers are recommended to find out the increase of the students' vocabulary achievement using another genre of song, for example beat song, jazz song, hip hop song, since song can help students to develop their vocabulary.
- Future researches should be conducted on different level of students. It can be conducted at high school or university.

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Appendix 1

Pretest/ Posttest

Full Name: …………………..…

Task one: I match the words with their definitions (9pts)

Silent, not noisy	desert
The skin that moves to cover the eye	quiet
To feel grief or sadness	tuck
To wrap snugly	eyelid
To escape away	regret
To recognize something	Footsteps
A step taken by a person in walking	realized

Task three : I name the pictures (6pts)

…………………… …………………………… …………………………

……………………………. ………………… …………………………

Task five: I define the following words (5pts)

Bedroom: …………………………………………………………………...

Build: ……………………………………………………………………….

Garden: ……………………………………………………………………..

Heal ………………………………………………………………………

Board ……………………………………………………………………….

Good luck

Appendix 2

Checklist

Mohamed Khieder University of Biskra
Departement of Foreign Languages
Section of English

Classroom observation checklist

Teacher: Leksouri.K   **Observation: 01**   **Class: 3MS2**

Number of pupils: 33   **Date: 24/02 /2019**   **Timing: 50mins**

Lesson: vocabulary

Rating scales   A: Good   B: Acceptable   C: Weak

The checklist is inspired from Chekkal, N (2018) and Benslitan,Z (2017)

General classroom observed elements	Degree of achievement		
Section one: classroom learning environment	**A**	**B**	**C**
The physical setting is clean, organized, roomy and comfortable so that pupils can interact and speak.			
The seating arrangement favors effective communication skills.			
The teacher Summarize the course content and objective that will be dealt with today.			
The teacher provides a friendly and comfortable atmosphere for the pupils to make them participate naturally through tasks.			
Section two: songs selection			
The teacher selects songs adapted for the pupils' level			
The teacher selects enjoyable songs			
The songs are suitable to the sequence Me and my lifestyle			
The attributed time to listen to songs and do the tasks is smooth, sequenced and logical.			
The tasks are appropriate to the pupils' age and abilities.			
Section three: Content comprehension			
The teacher uses body language, audiovisual aids along with technological devices to communicate meaning to the pupils.			
The teach discusses the song theme with pupils			
The teacher checks the pupils' understanding and adjusts their progress in the lesson using instruction checking questions and concept checking questions.			
Section four: vocabulary understanding			
Teacher explains the (new) words in the foreign language.			
Teacher explains the (new) words in pupils' native language			

(i.e., use of translation).			
Teacher asks one or some pupils to explain the words to his classmates.			
Teacher asks pupils to make guesses as to what the new words mean.			
Pupils fully understand the vocabulary taught by the end of the session.			
Section five: pupils' interaction and motivation			
Pupils react positively to the songs			
Pupils make tries in guessing the new words in l1 and FL			
Pupils complete the given tasks			
Pupils participate in the correction of the tasks			
Pupils sing the song at the end of the session			
Section six: feedback			
the teacher corrects the tasks and gives feedback			
Teacher provide the opportunity for pupils to correct each other			

Appendix 3

Lesson Plans

Lesson Plan (01)

Level: 3MS   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board and dictionaries

Learning Objective: By the end of the lesson, learners will be able to learn new vocabulary words, understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	**Warm up**	Greet the learners and make them feel at ease. Make them write the date. Ask them if they listen to pop songs. Ask who their favorite singers are.	Teacher/ learners	To make learners comfortable with the lesson. To find out their interests.	White board.
10mins	**Pre-listening**	Set the data show Play the lyrics video of the song. Ask if they know what the song is about. They answer: childhood home.	Teacher/ learners	To test their understanding	Data show. White board.
20mins	**During listening**	Teacher Plays the song again. Then writes the activity on the white board. Teacher tries to explain the meaning of the definitions using body language and examples. Pupils write their answers on the white board and their copybooks.	Teacher/ learner	To understand the meaning of the target vocabulary. To complete the given task.	Data show. White board Dictionaries.

15mins	Post listening	Then pupils are asked to work in peers to look for the synonyms and opposites of the words using dictionaries. **Homework:** pupils are asked to write sentences at home using today's vocabulary.	Teacher/ learner Learner/ learner	To be able to use the dictionary. To encourage learners' interaction.	White board

Activity one (during listening): I write the appropriate word from the box to its definition:

> Heal, board, bedroom, build, garden

A place where flowers and trees are planted ……garden………………
A room furnished and used for sleeping ……bedroom……………
A piece of wood ……board………………
To form something difficult ……build……………....
To be cured from sickness ……heals……………....

Activity two (post listening): I look in the dictionary and I find the synonyms and the opposites:
Built= ……construct/assemble……………..
Healing= …cure/ recover/ get well…………………
Built# ……demolish/ break…………….
Healing# …get worst……………….

Lesson Plan 02

Level: 3MS   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board.

Learning Objective: By the end of the lesson, learners will be able to learn vocabulary words. Understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	Warm up	Greet the learners. Make them write the date. T: did you enjoy the last session? P: yes. T: did you listen to the song at home?	Teacher/ learners	Make them feel at ease.	White board.
10mins	Pre-listening	Asks for the homework of the last session. Corrects the homework making learners write few of their sentences on the white board.	Teacher/ learners	To test their memory.	White board.
20mins	During listening	Set the data show. Provide them with the worksheets of the song lyrics with some missing words. Play the song twice. They listen and fill in the gaps.	Teacher/ learner	To complete the given task.	Data show. Worksheets.
15mins	Post listening	Make them exchange their papers with their peers. Encourage them to correct each other. Correct the activity on the white board	Teacher/ learner Learner/ learner	Encourage learners' interaction.	Worksheets. White board

Activity one: I listen and I fill in the gaps with the words from the box

Healing, built, board, bedroom, garden

I know they say you can't go home again.

I just had to come back one last time.

Ma'am I know you don't know me from Adam.

But these hand prints on the front steps are mine.

Up those stairs, in that little back ………………….

Is where I did my homework and I learned to play guitar.

And I bet you didn't know, under that live oak

My favorite dog is buried in the yard.

I thought if I could touch this place or feel it

This brokenness inside me might start ……………………..

Out here it's like I'm someone else,

I thought that maybe I could find myself

If I could just come in I swear I'll leave.

Won't take nothing but a memory

From the house that ………………. me.

Mama cut out pictures of houses for years.

From 'Better Homes and …………………. magazines.

Plans were drawn, and concrete poured,

And nail by nail and ……………….. by board

Daddy gave life to mama's dream.

Lesson Plan 03

Level: 3MS   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board.

Learning Objective: By the end of the lesson, learners will be able to learn vocabulary words. Understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	Warm up	Greet the learners. Make them write the date. T: would you like to listen to a new song today? P: yes. T: the singer this time is Taylor swift. Do you know her?	Teacher/ learners	Make them feel at ease.	White board.
10mins	Pre-listening	Set the data show. Play the lyrics video of the song. Ask if they what the song is about. They answer: childhood, growing up, mother singing to her daughter.	Teacher/ learners	To test their memory.	White board. Data show
20mins	During listening	Play the song again. Write the activity on the white board. Teacher tries to explain the meaning of the definitions using body language and examples. Pupils participate in answering the activity and write their answers on the white board and their copybooks.	Teacher/ learner	To complete the given task.	Data show. Worksheets.

15mins	Post listening	Write the second activity on the white board. Pupils participate in answering. Allow them to correct each other. **Homework**: pupils are asked to write sentences at home using today's vocabulary.	Teacher/ learner Learner/ learner	Encourage learners' interaction.	White board

(During listening) Activity one: I match the word with its definition

Silent, not noisy	desert
The skin that moves to cover the eye	quiet
To feel grief or sadness	tuck
To wrap snugly	eyelid
To escape away	regret
To recognize something	Footsteps
A step taken by a person in walking	realized

(Post listening) Activity two: I say whether the following words are nouns or verbs

Desert, Quiet, Tuck, Eyelids, Regret, Footsteps, Realized

Lesson Plan 04

Level: Middle School   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board.

Learning Objective: By the end of the lesson, learners will be able to learn vocabulary words. Understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	Warm up	Greet the learners. Make them write the date. T: did you enjoy the last session? P: yes. T: did you listen to the song at home?	Teacher/ learners	Make them feel at ease.	White board.
10mins	Pre-listening	Asks for the homework of the last session. Corrects the homework making learners write few of their sentences on the white board.	Teacher/ learners	To test their memory.	White board.
20mins	During listening	Set the data show. Provide them with the worksheets of the song lyrics with some missing words. Play the song twice. They listen and fill in the gaps. Make them exchange their papers with their peers. Encourage them to correct each other. Correct the activity on the white board	Teacher/ learner	To complete the given task.	Data show. Worksheets.

15mins	Post listening	Sing a part from the song.	Teacher/ learner Learner/ learner	To motivate them.	Worksheets. Data show

Activity one: I listen to the song and I fill in the gaps with the words from the box

Desert, quiet, tuck, eyelids, regret, footsteps, realized

Your little hands wrapped around my finger

And it's so ……………. in the world tonight

Your little ………….…… flutter 'cause you're dreaming

So I ………….. you in, turn on your favorite night light

To you, everything's funny

You got nothing to ……….…..

I'd give all I have, honey

If you could stay like that

Oh, darling, don't you ever grow up, don't you ever grow up

Just stay this little

Oh, darling, don't you ever grow up, don't you ever grow up

I won't let nobody hurt you

Won't let no one break your heart

No, no one will …………. You

Just try to never grow up, never grow up

You're in the car on the way to the movies

And you're mortified your mom's dropping you off

At 14, there's just so much you can't do

And you can't wait to move out someday and call your own shots

But don't make her drop you off around the block

Remember that she's getting older, too

And don't lose the way that you dance around

In your PJs getting ready for school

Oh, darling, don't you ever grow up, don't you ever grow up

Just stay this little

Oh, darling, don't you ever grow up, don't you ever grow up

It could stay this simple

No one's ever burned you

Nothing's ever left you scarred

And even though you want to

Just try to never grow up

Take pictures in your mind of your childhood room

Memorize what it sounded like when your dad gets home

Remember the ………………, remember the words said

And all your little brother's favorite songs

I just ………………. everything I have is someday going to be gone

So here I am in my new apartment

In a big city, they just dropped me off

It's so much colder than I thought it would be

So I tuck myself in and turn my night light on

Lesson Plan 05

Level: Middle School   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board.

Learning Objective: By the end of the lesson, learners will be able to learn vocabulary words. Understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	Warm up	Greet the learners. Make them write the date. T: so today we have a new song. T: do you know what a band is? T: it is a group of singers.	Teacher/ learners	Make them feel at ease.	White board.
10mins	Pre-listening	Set the data show. Play the lyrics video of the song. Ask if they what the song is about. They answer: childhood memories.	Teacher/ learners	To test their memory.	White board. Data show
20mins	During listening	Play the song again. Hang the pictures on the white board. Pupils are asked to find the names of the pictures from the song. They participate by writing their answers on the white board.	Teacher/ learner	To complete the given task.	Data show.
15mins	Post listening	Write the second activity on the white board. Pupils are asked to match each word with its synonym.	Teacher/ learner Learner/ learner	Encourage learners' interaction.	White board

Activity one: naming the pictures

Activity two: I match the word with its synonym

Gallery	gifts
House	birthday celebration
River	pictures
Candies	home
Presents	sweets
Birthday party	water stream

Lesson Plan 06

Level: Middle School   **Time:**   **Day:**

Sequence 02: Me and My Lifestyles   **Type of lesson:** Vocabulary Lesson

Materials: Data show, white board.

Learning Objective: By the end of the lesson, learners will be able to learn vocabulary words. Understand meaning and pronounce them.

time	framework	Procedure	focus	objective	Materials
5mins	Warm up	Greet the learners. Make them write the date. T: how much did enjoy the last session T: Do you like this method of teaching? P: yes.	Teacher/ learners	Make them feel at ease.	White board.
10mins	Pre-listening	Ask for the homework of the last session. Corrects the homework making learners write few of their sentences on the white board.	Teacher/ learners	To test their memory.	White board.
20mins	During listening	Set the data show. Provide them with the worksheets of the song lyrics with some missing words. Play the song twice. They listen and fill in the gaps. Make them exchange their papers with their peers. Correct the activity on the white board	Teacher/ learner	To complete the given task.	Data show. Worksheets.

15mins	Post listening	The pupils sing the song.	Teacher/ learner Learner/ learner	Motivates the pupils	Worksheets. White board

Activity one: I listen and I fill in the gaps with the words from the box

Gallery, house, birthday parties, presents, candies, river

Looking back on my childhood memories

I see my family playing around me

In our ……………… near the …………….

Looking back on my childhood memories

Bringing back my childhood memories

There were many ………………………………

Full of friends, …………….. and ……………….

Bringing back my childhood memories

I can see what I really means to me

You're the one I wanted And I need you closer

Looking back on my childhood memories

Looking back on my childhood memories

I realized there's a special …………………..

For those I loved and I still miss

Looking back on my childhood memories

I can see what I really means to me

You're the one I wanted And I need you closer

Looking back on my childhood memories

I can see what I really means to me

You're the one I wanted And I need you closer

Looking back on my childhood memories

Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Pupils' Questionnaire: piloting stage

Dear pupils,

The following questionnaire is dedicated to collect data to our Master research work entitled "The effectiveness of using pop songs to enrich middle school pupils' vocabulary", at the English Division of Biskra University. Through this questionnaire, your answers will be helpful in giving fruitful clarifications on the impact of using pop songs in teaching to develop EFL learners' vocabulary.

Section One: Learners' Background information

1. **Gender:**

Male ☐

Female ☐

2. **How old are you?**

....

3. **How long have you been learning English?**

....

4. **Do you like learning English?**

Yes ☐

No ☐

5. **You like learning English because:**

You want to get good marks. ☐

You want to be able to speak and communicate freely in English. ☐

You want to chat with foreigners ☐

You want to well understand video games and phone applications. ☐

You want to travel to an English country. ☐

Other reasons (Please, be precise!). ☐

…………………………………………………………………………………………

6. **How do you consider your vocabulary repertoire in English?**

Rich ☐

Acceptable ☐

Limited ☐

7. **Do you listen to pop songs?**

Yes ☐

No ☐

> **Section Two: Learners' attitude towards using pop songs in the**

1. **How do you find the lesson when using pop songs? (You may tick more than one answer.)**

Motivating ☐

Helpful ☐

Exciting ☐

Boring ☐

Confusing ☐

2. **Do you agree with using pop songs during the lesson?**

Agree ☐

Disagree ☐

Neutral ☐

3. **Does the use of pop songs in the classroom increase your desire to improve your vocabulary?**

Very much ☐

Somehow ☐

Not at all ☐

4. Does listening to pop songs raise your interest to learn its lyrics?

Always ☐

Usually ☐

Sometimes ☐

Never ☐

5. Does this method help you learn new vocabulary?

Yes ☐

No ☐

6. What does help you more in understanding the new vocabulary?

Lyrics ☐

Images ☐

Rhythm ☐

All together ☐

7. While watching the song; do you pay attention to the (you may tick more than one answer).

Rhythm ☐

Pictures ☐

Lyrics ☐

All together ☐

8. Do you use the vocabulary which you have learnt from songs?

Always (دائما) ☐

Often (غالبا) ☐

Sometimes (احيانا) ☐

Never (ابدا) ☐

9. Would you like to study with popular pop songs regularly?

Yes ☐

No ☐

10. Do you like pop songs more than academic songs?

Yes ☐

No ☐

11. Have you enjoyed studying with pop songs?

Very much ☐

Somehow ☐

Not at all ☐

12. Do you feel less motivated when the teacher does not use pop songs in the classroom?

Yes ☐

No ☐

13. Using pop songs in the classroom:

Motivates you to participate ☐

Reduces you anxiety ☐

Makes you feel less shy ☐

Helps you to work in groups ☐

Disturbs your concentration ☐

1. **Do you think that the layout of the questionnaire is attractive?**
(هل تجد ان شكل الإستبيان ممتع)

Yes ☐

No ☐

2. **Are the above questions difficult to answer?**
(هل الأسئلة المذكورة أعلاه يصعب الإجابة عنها)

Yes ☐

No ☐

(إذا كانت الإجابة بنعم ، يرجى ذكرها) :If yes, please mention them

Section(s) n°...................... Question(s) n°...................

3. **Is it a lengthy ambiguous questionnaire?**
(هل هو استبيان غامض مطول؟)

Yes ☐

No ☐

If yes, which questions are ambiguous or repeated?
(إذا كانت الإجابة بنعم ، فما هي الأسئلة الغامضة أو المتكررة)

Section (s) n° ....Question(s) n°...................

Thank you for your precious collaboration

Appendix 5

Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Pupils' Questionnaire

Dear pupils,

The following questionnaire is dedicated to collect data to our Master research work entitled "The effectiveness of using pop songs to enrich middle school pupils' vocabulary", at the English Division of Biskra University. Through this questionnaire, your answers will be helpful in giving fruitful clarifications on the impact of using pop songs in teaching to develop EFL learners' vocabulary.

Section One: Learners' Background information

8. **Gender:**

Male ☐

Female ☐

9. **How old are you?**

....

10. **How long have you been learning English?**

....

11. **Do you like learning English?**

Yes ☐

No ☐

12. **You like learning English because:**

You want to get good marks. ☐

You want to be able to speak and communicate freely in English. ☐

You want to chat with foreigners ☐

You want to well understand video games and phone applications. ☐

You want to travel to an English country. ☐

Other reasons (Please, be precise!). ☐

…………………………………………………………………………………………

13. **How do you consider your vocabulary repertoire in English?**

Rich   ☐

Acceptable   ☐

Limited   ☐

14. **Do you listen to pop songs?**

Yes   ☐

No   ☐

> **Section Two: Learners' attitude towards using pop songs in the**

14. **How do you find the lesson when using pop songs? (You may tick more than one answer.)**

Motivating   ☐

Helpful   ☐

Exciting   ☐

Boring   ☐

Confusing   ☐

15. **Do you agree with using pop songs during the lesson?**

Agree   ☐

Disagree   ☐

Neutral   ☐

16. **Does the use of pop songs in the classroom increase your desire to improve your vocabulary?**

Very much ☐

Somehow ☐

Not at all ☐

17. Does listening to pop songs raise your interest to learn its lyrics?

Always ☐

Usually ☐

Sometimes ☐

Never ☐

18. Does this method help you learn new vocabulary?

Yes ☐

No ☐

19. What does help you more in understanding the new vocabulary?

Lyrics ☐

Images ☐

Rhythm ☐

All together ☐

20. While watching the song; do you pay attention to the (you may tick more than one answer).

Rhythm ☐

Pictures ☐

Lyrics ☐

All together ☐

21. Do you use the vocabulary which you have learnt from songs?

Always ☐

Often ☐

Sometimes ☐

Never ☐

22. Would you like to study with popular pop songs regularly?

Yes ☐

No ☐

23. Do you like pop songs more than academic songs?

Yes ☐

No ☐

24. Have you enjoyed studying with pop songs?

(هل استمتعت بالدراسة مع اغاني البوب؟)

Very much ☐

Somehow ☐

Not at all ☐

25. Do you feel less motivated when the teacher does not use pop songs in the classroom?

Yes ☐

No ☐

26. Using pop songs in the classroom:

Motivates you to participate ☐

Reduces you anxiety ☐

Makes you feel less shy ☐

Helps you to work in groups ☐

Disturbs your concentration ☐

Appendix 6

Screenshots of the pupils' copybooks

- Task two: I put the word with their vowel Sounds:

Built - board, heal, garden.   ③

/iː/	/ɪ/	/aː/	/ɔː/
heal	built	garden	board

. Activity one: I Match the word with its definition.

- Silent, not noisy.
- the skin that moves to cover the eye.
- To feel grief or sadness.
- To recognize something
- A step taken in walking
- To wrap snugly.
- To escape away

→ Desert الصحراء
→ Quiet هادئ، ساكن
→ Tuck يطوي
→ eyelid جفن العين
→ regret يندم
→ footsteps خطوات الأقدام
→ realized يدرك

House (child hood)
Memories.

. Activity One : I write the appropriate word from the box to its definition.

| Heal, board, bedroom, build, garden. |
| يشفى ٥ لوح ٣ غرفة نوم ٢ يبني ٤ حديقة ١ |

1 - A place where flowers and trees are planted.
   garden.
2 - A room furnished used for sleeping.
   bedroom.
3 - A piece of wood.
   board.
4 - To form something difficult.
   build.
5 - To be cured from sickness.
   heal.

① Activity I. I match the world with its

gallery
house
River
candies
presents
birthday parties

gifts
birthday celebrat
collection of picture
home
sweets
water stream

الملخص

على الرغم من أن المفردات مهمة في تحقيق التواصل المناسب والكفء للغة الأجنبية ، إلا أنه يلاحظ أن غالبية متعلمي اللغة الإنجليزية غير قادرين على التفاعل شفهيًا لأنهم يفتقرون إلى المفردات لهذا تقترح هذه الدراسة أغاني البوب الإنجليزية كمواد تعليمية لإثراء مفردات متعلمي اللغة الإنجليزية. افترضنا أنه إذا استمع متعلمو اللغة الإنجليزية إلى أغاني البوب ، فسوف يستفيدون ويثرون مفرداتهم وكذلك سيكون لديهم اراء إيجابية حول استخدام أغاني البوب في الفصل. لاختبار الفرضية ، اعتمد الباحث منهج الطريقة المختلطة و اختار ثلاث طرق لجمع البيانات والتي تضمنت الاختبار القبلي لتقييم مفردات التلاميذ واختبارًا لاحقًا لتحديد تطورهم وكذلك مراقبة الفصل الدراسي لملاحظة تقدمهم واستبيان لاستقصاء اراء التلاميذ. ، تم اختيار 33 تلميذ من اصل 96 تلميذ من تلاميذ السنة الثالثة في متوسطة الاخوات اوراغ في بسكرة بشكل مناسب لتكون عينتنا و تم تدريسهم المفردات من خلال أغاني البوب لمدة ست جلسات. بعد تفسير البيانات من الناحية الكمية والنوعية ، كشفت النتائج أن استخدام أغاني البوب يمكن أن يساعد التلاميذ على إثراء مفرداتهم. بالإضافة إلى ذلك ، أظهرت النتائج التي تم الحصول عليها تقدما في تحفيز التلاميذ. لذلك تم تأكيد الفرضية لهذه الدراسة. وبالتالي، ينصح مدرسو اللغة الإنجليزية باستخدام أغاني البوب كأداة تعليمية لتحسين مفردات تلاميذهم.