

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Department of Letters and English Language



Dissertation submitted in partial fulfilment of the requirement for the Master's Degree in the field
of English Language and Literature

Specialty: Linguistic

Enhancing English Vocabulary Using Classroom Songs.

The Case of First Year Students of Korichi Abd El

Kader Middle School, Ouargla.

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Academic Year:

2022/2023

Dedication

I would like to thank myself before all, for working very hard to accomplish this work.

I would like to thank my dear mother, for all her unlimited love and valuable advice.

I would like to thank my husband Islam, for his unconditional love and support.

I would like to thank my sister Ikram, for her love and support.

I would like to thank my friends, Samira and Rayan.

Sana

Acknowledgments

This dissertation is a reality with the kind support and help of many individuals. I would like to extend my sincere thanks to all of them.

First and foremost, I would thank ALLAH the almighty, for endowing me with health, strength and knowledge to do this work.

I would like to express my sincere appreciation to my supervisor **Dr. SEDDIKI Yousra** for her supervision, and constant help, not to mention her valuable suggestions as well as her constructive comments. Her kindness and wisdom have made this study possible.

Special thanks go to all the teachers, administrators in the Department of English at the Kasdi Merbah University, Ouargla.

Abstract

This dissertation explores the use of classroom songs as a means to enhance English vocabulary among middle school students learning English as a foreign language. The study investigates the effectiveness of classroom songs, identifies the most effective types of songs for vocabulary enhancement, and examines students' perceptions of using songs for vocabulary learning. The research questions focus on the impact of classroom songs on vocabulary improvement, the relevance of songs to vocabulary acquisition, and students' attitudes towards song-based vocabulary learning. The study employs an experimental design, comparing the vocabulary learning outcomes of an experimental group exposed to classroom songs with a control group receiving traditional vocabulary instruction. The findings reveal that classroom songs are highly effective in improving English vocabulary, with the experimental group demonstrating a significant gain in vocabulary learning compared to the control group. Additionally, the relevance of songs to the vocabulary curriculum enhances comprehension and retention of new words. Students' attitudes towards song-based vocabulary learning are overwhelmingly positive, highlighting the enjoyment and perceived benefits of using songs. The study concludes that integrating classroom songs into language learning curricula can enhance student involvement, motivation, and language competency. The findings contribute to the field of language education by providing insights into the efficacy of classroom songs as a valuable tool for English vocabulary development. Recommendations for future studies include investigating long-term effects, exploring genre and cultural considerations, considering individual differences, and further examining the use of technology in song-based vocabulary learning.

Keywords: Classroom songs, English vocabulary, foreign language learning, effectiveness, vocabulary enhancement.

Abbreviations

CALL: Computer-Assisted Language Learning.

EFL: English as a Foreign Language.

VLS: Vocabulary Learning Strategies.

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GENERAL INTRODUCTION

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Statement of the Problem

Language learning can be a challenging process, especially for students who are learning a foreign language for the first time. In Algeria, English is one of the foreign languages taught in middle school, and many students struggle with building their vocabulary in the language due to limited exposure to it outside of the classroom.

One innovative approach that has been shown to be effective in enhancing vocabulary in language learners is the use of classroom songs. Classroom songs can serve as a fun and engaging way to expose students to new English vocabulary words, reinforce grammar structures, and improve pronunciation.

Research Questions

Different researches have shown that classroom songs can be particularly effective for young learners who are still developing their language skills. The use of songs can help to create a positive learning environment and can also help students to remember new vocabulary words and grammar structures more effectively.

However, while there has been some research on the use of classroom songs in foreign language learning in other contexts, there is limited research on their effectiveness specifically for middle school students who are learning English as a foreign language. As such, our dissertation will hopefully contribute to the literature on the effectiveness of classroom songs as a vocabulary-building tool in this particular context.

In addition to the previous researches, this study will try to answer the following questions:

- How effective are classroom songs in improving the vocabulary of middle school students in learning English as a foreign language?
- What types of classroom songs are most effective in improving the English vocabulary for middle school students' English vocabulary?
- How do students perceive the use of classroom songs for vocabulary learning in the English language classroom?

Research Objectives

As for the objectives that will be sought out during this study, we have:

- Investigating the impact of classroom songs on the vocabulary development of middle school students learning English as a foreign language.
- Identifying the types of classroom songs that are most effective in improving the vocabulary of middle school students.
- Providing recommendations for the integration of classroom songs into the English language curriculum for middle school students.
- Contributing to the literature on effective language teaching methods for middle school students learning English.

This study will have as experimental subject a class in the first year of middle school that consists of 40 students, who will academically make face with this foreign language for the first time.

The duration of this study will be precisely a month, in which an intervention of 5 minutes per session will take place for 40 students, who will be listening to classroom songs in an attempt to enhance their vocabulary. A pre-test will take place before the beginning of the experiment and a post-test at the end of it to assess vocabulary development and a questionnaire to gather student feedback on the use of classroom songs.

On the other hand another class of 40 students will be part of the experiment, except this one will not be exposed to any kind of classroom songs during the trial (as a control group), but will take the pretest and the posttest none the less.

Research Hypotheses

- Experimental Group Hypothesis: When compared to the control group, the experimental group that gets classroom songs as an intervention will demonstrate a substantial gain in vocabulary learning.

- Song Relevance Hypothesis: The experimental group will view classroom songs as relevant to the vocabulary being taught in class, resulting in a deeper understanding of new words' meanings.

- Memory Retention Hypothesis: The experimental group will have better memory recall of the acquired vocabulary than the control group, demonstrating that classroom songs improve long-term vocabulary retention.

- Student Attitude Hypothesis: The experimental group will have positive attitudes regarding the use of classroom songs for vocabulary acquisition, indicating that the sessions were enjoyable and beneficial in acquiring new vocabulary.

Literature Review

Previous studies were conducted in this domain, and have reached remarkable results using their chosen methods, but still have a weak side that needs to be improved and worked on. Works such as:

- "The Effect of Songs on Vocabulary Acquisition and Retention of Iranian EFL Young Learners" by Gholami & Lashkari (2012): This study investigated the effect of songs on vocabulary acquisition and retention of Iranian EFL (English as a foreign language) young learners. The results showed that the use of songs significantly improved vocabulary acquisition and retention; they used a pre- and post-test design, which allowed the assessment of vocabulary acquisition and retention. The sample size was adequate and diverse, with 80 EFL young learners from four different language schools in Iran. The study demonstrated that songs can have a positive impact on vocabulary acquisition and retention. Whereas the study did not compare the effectiveness of songs to other vocabulary teaching methods, which limits the possibility to generalize the results of the findings and the study did not measure the long-term retention of vocabulary, which limits the extent to which the findings can be generalized.
- "Using Songs to Enhance L2 Vocabulary Acquisition in Preschool Children" by Wang (2013): This study explored the effectiveness of using songs to enhance L2 (second language) vocabulary acquisition in preschool children. The results showed that the use of songs was effective in enhancing vocabulary acquisition in preschool children with a large sample of 68 preschool children from two schools in Taiwan and they used a quasi-experimental design, which allowed for the comparison of the effectiveness of songs to a control group, but the study only measured the short-term effects of songs on vocabulary acquisition, which limits the possibility to generalize the findings.
- "Songs, Vocabulary Recall, and the Fuzzy Trace Theory" by Arslan (2014): This study explored the role of songs in vocabulary recall using the fuzzy trace theory. The results showed that songs facilitated vocabulary recall by creating a mental

representation of the vocabulary items through gist-based processing, the study used a randomized controlled design, which allowed for the comparison of the effectiveness of songs to a control group, employed a theoretical framework (fuzzy trace theory) to explain the effects of songs on vocabulary recall and demonstrated that songs can facilitate vocabulary recall through gist-based processing, on the other hand, they used a small sample size (only 30 students) and it did not measure the long-term retention of vocabulary, which limits the extent to which the results can be generalized.

- "Effects of Songs on Second Language Vocabulary Acquisition and Retention in Pre-Primary School Children" by Wong (2018): This study investigated the effects of songs on second language vocabulary acquisition and retention in pre-primary school children. The results showed that songs were effective in enhancing vocabulary acquisition and retention, this study used a pre- and post-test design, which allowed for the assessment of vocabulary acquisition and retention and the sample size was adequate, with 98 pre-primary school children from four schools in Hong Kong, in addition it demonstrated that songs can be an effective tool for enhancing vocabulary acquisition and retention in pre-primary school children, when in fact, the study did not compare the effectiveness of songs to other vocabulary teaching methods and it only measured the short-term effects of songs on vocabulary acquisition and retention.

Overall, these studies provide evidence that songs can be an effective tool for enhancing vocabulary acquisition and retention in language learning. However, the studies also have limitations, such as small sample sizes, limited duration of the study, and a lack of comparison to other teaching methods. Future studies could address these limitations to provide a more comprehensive understanding of the potential impact of songs on language learning.

The socio-cultural theory of language acquisition emphasizes the importance of social interaction in learning language. Classroom songs align with this theory as they provide a meaningful and engaging way for students to participate in communicative activities within the English classroom. Through exposure to cultural elements and idiomatic expressions unique to the language being learned, students can develop a deeper understanding of the socio-cultural context of the language. Classroom songs also create a supportive and collaborative learning environment that enhances students' motivation and engagement in the

language learning process. Therefore, incorporating classroom songs into the language learning curriculum can improve vocabulary for middle school students.

Research Methodology

- **Participants**

The participants in this study will be first year middle school students aged between 11 and 12 years. The study will include both males and females from different socioeconomic backgrounds.

- **Research Design**

This study will use a pre-test and post-test design with an experimental group and a control group (two classes of 40 students each). The experimental group will consist of 40 students, and the control group will also consist of 40 students in a different classroom. Both groups will be given a pre-test to assess their vocabulary levels, and then the experimental group will participate in a 4-week intervention consisting of 5 minute classroom songs sessions during their English class. The control group will continue their regular English class without any additional intervention. After the intervention, both groups will be given a post-test to measure their vocabulary levels.

- **Intervention**

The intervention will consist of 4 weeks of 5 minute classroom songs sessions during the students' English class. The songs will be selected based on their relevance to the vocabulary being taught in class, and they will be played using audiovisual aids to enhance the students' engagement and comprehension. The songs will be played at the beginning of each English class, and the lyrics and vocabulary will be discussed with the students afterwards. The aim is to make the vocabulary learning more enjoyable, engaging, and memorable for the students.

- **Data Collection**

Data will be collected through pre and post-tests, as well as a questionnaire that will be administered to both the experimental and control groups. The pre-test will consist of a vocabulary test, which will be given to both groups before the intervention. The post-test will be given after the intervention, and it will also include a vocabulary test. The vocabulary test

will consist of multiple-choice questions, matching exercises, and fill-in-the-blank exercises to assess the students' comprehension and retention of the vocabulary.

- **Questionnaire**

The questionnaire will be given after the post-test to explore the students' attitudes towards using classroom songs as a means of enhancing vocabulary. The questionnaire will consist of open-ended and closed-ended questions and will cover the following topics:

- 1) Attitude towards the intervention: What did you think of the classroom songs sessions? Did you enjoy them? Did they help you learn new vocabulary?
- 2) Relevance of the songs: Do you think the songs were relevant to the vocabulary being taught in class? Did the songs help you understand the meaning of new words?
- 3) Memory retention: Do you think the songs helped you remember the new vocabulary better than traditional methods?
- 4) Suggestions for improvement: Do you have any suggestions for how the classroom songs sessions could be improved?

- **Data Analysis:**

Data will be analyzed using descriptive statistics to determine the mean and standard deviation of vocabulary scores for both groups. Independent t-tests will be used to determine the statistical significance of the differences between the experimental and control groups. The questionnaire data will be analyzed using thematic analysis to identify common themes and patterns in the students' attitudes towards classroom songs as a means of enhancing vocabulary.

Research Results

- **Expected Results**

It is expected that the experimental group will show significantly greater vocabulary enhancement than the control group, indicating that the use of classroom songs is effective in improving vocabulary acquisition for middle school students.

- **Potential limitations**

The potential limitations of this study include the small sample size and the limited duration of the intervention. To address these limitations, future research could explore the long-term effects of using classroom songs on vocabulary learning and include a larger and more diverse sample population.

Structure of the Study

This present study is divided into two main parts: the first is theoretical and consists of two chapters. The first chapter, titled "Classroom Songs," delves into the definition, types, use, and other aspects of classroom songs. The second chapter, titled "Vocabulary Enhancement," deals with the types and strategies of English vocabulary learning. The second part of the dissertation, which is the practical part, consists of the third chapter, which focuses on the analysis of the data collected by the pretests, posttests, and questionnaire that were administered to the students. At the end of the dissertation, there is a general conclusion that summarizes our findings in this study.

**CHAPTER ONE: CLASSROOM
SONGS**

CHAPTER ONE: CLASSROOM SONGS

Introduction

The use of songs in foreign language learning has been an effective pedagogical tool for many years. Classroom songs, in particular, have gained significant popularity as a means of enhancing foreign language learning among students. A classroom song can be defined as a musical composition specifically designed for the purpose of teaching or reinforcing foreign language concepts and vocabulary. They are a fun, engaging, and interactive way for students to learn new words and grammar structures.

Classroom songs have been found to be particularly effective for young learners who are still developing their foreign language skills. According to researches, using songs in the classroom can create a positive and enjoyable learning environment. Students tend to be more engaged and motivated when music is incorporated into the lesson, leading to improved learning outcomes. Foreign language Classroom songs can also help students to remember vocabulary words and grammar structures more effectively.

Despite the potential benefits of using classroom songs in foreign language learning, there are some challenges and limitations that must be considered. For example, the use of inappropriate content in songs can lead to cultural misunderstandings and may offend some students. Additionally, students' music preferences may vary, making it challenging for teachers to select songs that are both effective and engaging. Nevertheless, with proper planning and selection of appropriate songs, classroom songs can be a powerful tool for enhancing foreign language learning outcomes.

In this chapter, we will provide an overview of the importance of classroom songs in English as foreign language learning. We will define classroom songs, discuss the different types of classroom songs, and explore the characteristics of effective classroom songs. Furthermore, we will examine the advantages of using classroom songs in the foreign language learning classroom, as well as the challenges and limitations that teachers may face when incorporating songs into their lessons.

1.1. Definition of Classroom Songs

Classroom songs refer to any type of song that is used intentionally and systematically to facilitate English foreign language learning in a classroom setting. This pedagogical approach has been gaining popularity in recent years as an effective way to promote foreign

language learning and to enhance the overall learning experience of students. According to Graham and Driscoll (2018), classroom songs are designed to be an engaging and fun way to teach new vocabulary, grammar, and other foreign language skills. By using songs as a teaching tool, educators can create a more dynamic and interactive learning environment, which can lead to increased student motivation and engagement.

Classroom songs can take various forms, including original compositions or adaptations of existing songs, and can cover a wide range of genres and styles, including traditional folk songs, pop songs, nursery rhymes, and educational songs. The choice of song depends on the learning objectives and the level of the students. For instance, nursery rhymes and songs with repetitive lyrics are suitable for younger learners, while pop songs and folk songs may be more appropriate for older students. The key feature of classroom songs is that they are designed to help students develop their foreign language skills, either by exposing them to new vocabulary, improving their pronunciation, or reinforcing grammatical structures.

Classroom songs have been found to be particularly effective in the foreign language classroom due to their potential to stimulate various learning domains, including cognitive, affective, and social domains (Chang, 2019). Cognitive benefits of using classroom songs include enhanced memory retention, improved comprehension, and increased fluency. Affective benefits, on the other hand, include heightened motivation, positive attitudes toward foreign language learning, and reduced anxiety levels (Ludke et al., 2013). Social benefits include opportunities for peer collaboration and communication and the development of cultural awareness and sensitivity.

1.2. Types of Classroom Songs

Types of classroom songs refer to the different categories of songs that can be used in a foreign language learning classroom. These categories can vary depending on the goals of the lesson, the age of the learners, and their interests and cultural backgrounds. Classroom songs can take many forms and cover a wide range of genres and styles. They can be original compositions or adaptations of existing songs, and their content can be tailored to fit a variety of foreign language learning objectives (Graham and Driscoll, 2018). Below are some of the most common types of classroom songs:

1.2.1. Traditional Songs

These are songs that have been passed down from generation to generation and are often closely tied to a specific culture or geographic region. Traditional songs can be a valuable resource for foreign language teachers, as they can help students develop an appreciation for the target foreign language's cultural heritage and deepen their understanding of its vocabulary and grammar (Lindsay, 2013).

For example:

"Mary Had a Little Lamb"

"Twinkle, Twinkle, Little Star"

"The Wheels on the Bus"

1.2.2. Pop Songs

Popular songs are a ubiquitous part of modern culture and can be a powerful tool for foreign language learning. Pop songs can be used to introduce students to new vocabulary, expose them to authentic foreign language use, and encourage them to practice their listening skills (Kuo, 2014). Additionally, pop songs often have catchy melodies and memorable lyrics, which can make them a fun and engaging way to learn.

For Examples:

"Shape of You" by Ed Sheeran

"Roar" by Katy Perry

"Shallow" by Lady Gaga and Bradley Cooper

1.2.3. Educational Songs

These are songs that are specifically designed to teach English language concepts, such as vocabulary, grammar, or pronunciation. Educational songs can take many forms, from simple rhymes and chants to more complex compositions with multiple verses and choruses. They can be used to reinforce classroom lessons, help students memorize key language concepts, and provide a fun and interactive way to learn (Krashen, 1982).

For example:

"The Alphabet Song"

"Days of the Week Song"

"Counting Song"

1.2.4. Story songs

These are songs that tell a story, often with a clear narrative structure and well-defined characters. Story songs can be a useful tool for foreign language teachers, as they can help students develop their listening comprehension skills, improve their vocabulary, and practice their storytelling abilities (Nesset, 2016). Additionally, story songs often have a strong emotional impact, which can make them a powerful way to engage students and facilitate foreign language learning.

For example:

"The Three Little Pigs"

"Little Red Riding Hood"

"Goldilocks and the Three Bears"

1.2.5. Holiday Songs

These are songs that are associated with specific holidays or events, such as Christmas carols, Halloween songs, or songs for the New Year. Holiday songs can be a fun and engaging way to teach students about the cultural traditions and practices associated with different holidays, as well as provide opportunities to practice foreign language skills in a festive and enjoyable context (Leung and Hicks, 2013).

For example:

"I Have a Dream" for Martin Luther King Jr. Day

"The Star-Spangled Banner" for Independence Day

1.2.6. Nursery Rhymes

Nursery rhymes are short and simple songs that are commonly used to teach young children basic foreign language skills, such as phonics and vocabulary. They usually feature repetitive patterns and rhyming words, making them easy for children to learn and remember. Nursery rhymes can help young learners develop their listening, speaking, and reading skills, while also providing them with a sense of fun and playfulness.

For example:

"Twinkle, Twinkle, Little Star"

"Mary Had a Little Lamb"

"Baa, Baa, Black Sheep"

1.3. Characteristics of Effective Classroom Songs

Classroom songs can be a valuable tool for foreign language learning, but not all songs are equally effective in promoting foreign language development. Effective classroom songs share certain characteristics that make them more engaging and memorable for students, thus enhancing their foreign language acquisition. These are some of the key features of effective classroom songs:

1.3.1. Repetition

Repetition is a fundamental characteristic of effective classroom songs. By repeating certain phrases, words, or structures, students can internalize them more easily and use them in their own foreign language production (Oxford, 2010). Repetition also helps students to remember new vocabulary and grammatical structures by reinforcing them over time (Graham and Driscoll, 2018). Effective classroom songs often use repetition in creative ways, such as through call-and-response or echo techniques, to engage students and make the learning process more interactive (Ghonsooly and Zainalipour, 2015).

1.3.2. Simplicity

Effective classroom songs are also characterized by simplicity. They use simple language and clear melodies that students can easily understand and reproduce (Kuo, 2014). Complex songs with intricate lyrics and melodies can be overwhelming for students, especially those who are just beginning to learn the foreign language. Simple songs, on the other hand, allow students to focus on specific foreign language elements, such as vocabulary or grammar, without getting distracted by other elements (Graham and Driscoll, 2018). By keeping the songs simple, teachers can help students to build their confidence and motivation, and gradually progress to more complex songs.

1.3.3. Relevance to Students' Interests and Experiences

Effective classroom songs should also be relevant to students' interests and experiences. When students can relate to the content of the songs, they are more likely to engage with the material and retain the information (Ghonsooly and Zainalipour, 2015). For instance, songs that incorporate themes such as daily routines, hobbies, or cultural events can help students to connect the foreign language to their own lives, and see its practical

applications (Kuo, 2014). Effective classroom songs can also be adapted to suit the interests and needs of different groups of students, such as children, teenagers, or adults, or those with different foreign language proficiency levels (Oxford, 2010).

1.3.4. Positive Emotional Impact

Effective classroom songs should also have a positive emotional impact on students. Songs have the power to evoke emotions, and when students enjoy the songs they are learning, they are more likely to engage with the material and be motivated to learn (Graham and Driscoll, 2018). Effective classroom songs can also create a positive classroom environment by promoting teamwork, collaboration, and creativity (Oxford, 2010). By incorporating songs that are fun, engaging, and relevant to students' interests and experiences, teachers can create a positive and memorable learning experience for their students.

1.4. Advantages of Using Classroom Songs

The use of songs in foreign language learning classrooms has been a popular and effective approach for many years. The advantages of using classroom songs in foreign language instruction are multifaceted and have been widely acknowledged by researchers and educators alike. Incorporating songs into foreign language learning activities not only enhances students' motivation and engagement but also fosters their linguistic and cultural competence. In this section, we will explore the various benefits of using classroom songs, drawing on recent research and empirical evidence.

1.4.1. Motivation and Engagement

Motivation and engagement are essential factors for effective foreign language learning. Foreign language learners who are motivated and engaged tend to be more successful in their foreign language acquisition than those who are not. Classroom songs have been found to be an effective way of increasing students' motivation and engagement in foreign language learning (Kuo, 2014; Graham and Driscoll, 2018). Songs have the potential to create a lively and enjoyable classroom environment, which can lead to increased student participation and enthusiasm. The catchy and memorable nature of songs can help students retain new vocabulary and grammatical structures, as well as develop their listening and speaking skills. Moreover, students who enjoy learning through songs are more likely to continue practicing the foreign language outside the classroom, which can further enhance their foreign language proficiency (Kuo, 2014). Therefore, incorporating classroom songs

into foreign language instruction can significantly benefit students' motivation and engagement in foreign language learning.

1.4.2. Vocabulary Retention

The use of classroom songs as a tool for enhancing vocabulary retention has been widely researched and discussed in the field of foreign language teaching and learning. One of the main reasons why songs can be effective in this regard is because they provide a unique way of presenting and reinforcing vocabulary. By combining foreign language with melody, rhythm, and repetition, songs create a more engaging and memorable context for learning new words (Graham and Driscoll, 2018). Moreover, the musical aspects of songs, such as rhyme and alliteration, can also help students better understand the meaning of the words and remember them more easily (Leaver and Willis, 2004).

Research has also shown that songs can be particularly effective in helping students learn vocabulary related to specific themes or topics (Kuo, 2014). For example, a song about animals can help students learn the names of different animals and their characteristics, while a song about food can help them learn vocabulary related to different types of food, ingredients, and cooking methods. In this way, songs can be used to introduce, reinforce, and review vocabulary in a fun and engaging way, helping students remember the words more effectively over time.

Overall, the use of songs in the foreign language classroom can be a valuable tool for enhancing vocabulary retention. By providing an engaging and memorable context for learning new words, songs can help students not only remember the words but also understand and use them in context.

1.4.3. Pronunciation Improvement

Another advantage of using classroom songs is that they can help students improve their pronunciation skills. When students sing along with a song, they have the opportunity to practice the sounds and intonation of the foreign language in a fun and engaging way (Kuo, 2014; Graham and Driscoll, 2018). The melody of the song can help students develop their intonation and stress, while the lyrics can help them practice specific sounds and phonemes. By repeatedly singing a song, students can improve their ability to produce the sounds and rhythms of the foreign language more accurately. Furthermore, songs can also expose students to different accents and dialects, helping them develop a more diverse and nuanced understanding of the foreign language (Leaver and Willis, 2004).

Research has shown that using songs can be an effective way to improve pronunciation skills. For example, a study by Chang and Millett (2015) finds that students who listened to and sang along with English songs showed significant improvement in their pronunciation accuracy and fluency. Similarly, a study by Šulová and Hulcová (2014) finds that using songs in the classroom improved students' pronunciation, especially in terms of rhythm, stress, and intonation. Overall, using classroom songs can be an effective tool for improving students' pronunciation skills and helping them develop a more authentic and natural-sounding accent.

1.4.4. Cultural Awareness

In addition to their foreign language learning benefits, classroom songs can also help students develop cultural awareness and appreciation. As students learn a new foreign language, they are also exposed to a new culture, and classroom songs can be a powerful tool to facilitate this process. By incorporating songs from different genres and styles, teachers can expose their students to different cultural perspectives and traditions, and help them develop a more nuanced understanding of the target foreign language culture (Kuo, 2014).

Traditional folk songs, for example, can offer insights into the history and traditions of a culture, providing a glimpse into the daily lives of people who speak the target foreign language. Similarly, pop songs can reflect current trends and interests, and can help students understand the values and attitudes of the target foreign language culture. By engaging with these songs, students can gain a deeper appreciation for the culture and people associated with the target foreign language, and develop a greater sense of empathy and understanding (Graham and Driscoll, 2018). Overall, classroom songs can be an effective tool for promoting cultural awareness and appreciation and can help students develop a more holistic understanding of the foreign language they are learning.

1.4.5. Grammar Practice

Several studies have shown that using songs in foreign language instruction can be an effective way to practice grammar structures. Graham and Driscoll (2018) note that songs can be used to reinforce grammar structures that students have already learned, as well as to introduce new grammar concepts. By analyzing the lyrics of a song and identifying the grammatical patterns, students can deepen their understanding of the foreign language's grammar rules. Similarly, Leaver and Willis (2004) highlight the benefits of using songs for

grammar practice, noting that songs can help to contextualize grammar structures and make them more memorable for students.

For example, teachers can use songs to teach verb tenses, as the lyrics often include examples of the past, present, and future. Students can identify the different verb tenses used in the song and discuss how they are formed and used in context. Similarly, teachers can use songs to teach other grammar concepts, such as noun clauses or passive voice. By analyzing the lyrics and identifying the grammatical patterns, students can gain a deeper understanding of these concepts.

Research has also shown that using songs for grammar practice can be more engaging and enjoyable for students than traditional grammar exercises (Stevick, 1976). This can lead to increased motivation and improved learning outcomes. Overall, songs can be an effective tool for practicing grammar structures in a fun and engaging way.

1.4.6. Authentic Listening Practice

Authentic listening practice is an important aspect of foreign language learning, as it helps students to develop their listening comprehension skills and prepares them to communicate effectively in real-world situations. Songs can provide an opportunity for students to practice authentic listening in a fun and engaging way. As Graham and Driscoll (2018) note, songs can expose students to a variety of authentic accents, intonations, and speaking styles, helping them to become more comfortable and confident in their listening abilities.

In addition to providing exposure to authentic foreign languages, songs can also help to contextualize foreign languages and make them more memorable for students. Kuo states that songs often tell a story or convey a message; which can help students to understand the foreign language in context and remember it more effectively. By listening to and analyzing the lyrics of a song, students can deepen their understanding of the foreign language and its cultural context.

For students who may not have access to native speakers outside of the classroom, songs can be an especially valuable tool for authentic listening practice. By listening to songs and identifying the different accents and speaking styles, students can develop their listening comprehension skills and prepare themselves to communicate effectively with a variety of speakers.

Overall, incorporating songs into foreign language instruction can provide students with a fun and engaging way to practice authentic listening and develop their listening comprehension skills. By listening to and analyzing the lyrics of a song, students can deepen their understanding of the foreign language and its cultural context, and become more comfortable and confident in their listening abilities.

1.5. Difficulties and Limitations

While there are clear benefits to using classroom songs as a tool for enhancing vocabulary in the EFL classroom, there are also potential challenges and limitations that teachers should consider. In this section, we will explore some of the issues that may arise when using songs to teach vocabulary. These challenges include student attitudes and preferences, vocabulary difficulty level, time constraints, limited repetition, and limited transferability. By understanding and addressing these challenges, teachers can make the most of the pedagogical value of classroom songs for foreign language learning.

1.5.1. Students' Attitudes and Preferences

Student attitudes and preferences can play a significant role in the effectiveness of using classroom songs for vocabulary learning. While some students may enjoy singing and find it an effective way to learn new words, others may not feel comfortable or may not respond well to this approach. This resistance from some students can be a challenge for teachers, as it can undermine the effectiveness of the method and limit the learning gains.

In some cases, students may feel embarrassed or self-conscious about singing in front of their peers, which can further hinder their motivation and engagement. As a result, it is important for teachers to create a supportive and inclusive classroom environment that fosters positive attitudes towards singing and encourages students to engage with the learning process.

Moreover, student preferences for particular genres of songs may also affect their willingness to engage with classroom songs. For instance, a study by Murdoch and Gillies (2010) finds that students were more likely to engage with classroom songs that reflected their personal songs preferences. Therefore, it may be beneficial for teachers to choose songs that align with students' musical tastes to increase their motivation and engagement.

To address these challenges, teachers can involve students in the selection of songs, allowing them to choose songs that they find enjoyable and engaging. Teachers can also

provide opportunities for students to practice singing in a non-threatening and supportive environment, gradually building up their confidence and comfort with the method.

1.5.2. Vocabulary Difficult Level

The variability in the difficulty level of the vocabulary presented in different songs can be another limitation of using classroom songs for vocabulary learning. Some songs may use words that are too advanced for some learners, while others may use overly simplistic vocabulary that fails to challenge students. This can be especially problematic for foreign language learners who are at different levels of proficiency and have varying abilities to understand and retain new vocabulary.

To address this challenge, teachers can carefully select songs that align with the foreign language proficiency of their students and choose songs that present a range of difficulty levels. For instance, teachers can select songs that introduce new vocabulary while also incorporating familiar vocabulary, allowing learners to build upon what they already know.

Moreover, teachers can use songs as a supplement to other vocabulary learning methods, such as reading and writing exercises, to ensure that students are exposed to a range of vocabulary difficulty levels. This can help to address the limitations of using classroom songs for vocabulary learning and ensure that students are adequately challenged and engaged.

Research studies have shown the effectiveness of using songs in vocabulary learning. For instance, a study by Zhang and Liu (2020) finds that using songs as a supplement to traditional vocabulary learning methods led to significant improvements in students' vocabulary knowledge and retention. Another study by Pellicer-Sánchez and Schmitt (2010) found that songs can be an effective tool for learning high-frequency words in a foreign language.

1.5.3. Time Constraints

Time constraints in the classroom can be a significant challenge in using songs to teach vocabulary. Although using songs can be an effective and engaging way to teach new words, it may take longer to teach vocabulary through a song than through other methods such as direct instruction or textbook exercises. In many cases, teachers may be constrained

by the need to cover a broad range of topics and skills in a limited amount of time. As a result, they may struggle to find the time to integrate songs into their vocabulary instruction.

To address this challenge, teachers can consider using songs as a supplement to other vocabulary learning methods, such as flashcards or worksheets, rather than as a standalone activity. This can help to ensure that vocabulary learning through songs is integrated into the overall curriculum and does not require additional time.

Another solution to the challenge of time constraints is to use shorter, targeted songs that focus on specific vocabulary themes or concepts. For instance, teachers can use songs that focus on vocabulary related to food or animals, which can be incorporated into a lesson on those topics. This approach can help to ensure that the time spent on vocabulary learning through songs is focused and efficient.

Despite the challenges of time constraints, research has shown that using songs can be an effective tool for vocabulary learning. For example, a study by Bao (2014) found that using songs in combination with other methods such as reading and writing exercises led to significant improvements in students' vocabulary knowledge and retention. Another study by Murdoch and Gillies (2010) finds that students who learned vocabulary through songs were more likely to retain the words over time compared to those who learned the words through traditional methods.

1.5.4. Limited Repetition

Limited repetition is another potential limitation of using songs for vocabulary learning. While repetition is a crucial component of vocabulary acquisition, songs may not provide as many opportunities for repetition as other teaching methods. Depending on the length of the song and the speed of the songs, students may only encounter each word a few times, which may not be sufficient for retention and recall.

However, some studies have suggested that the melody and rhythm of a song can aid in memory retention and recall, even with limited repetition. For example, a study by Wallentin et al. (2010) found that participants were better able to recall a set of words when they were presented in a sung form compared to spoken or whispered forms. The researchers suggested that the musical elements of the sung words, such as melody and rhythm, may have facilitated the encoding and retrieval of the words in memory.

Despite this, it is important for teachers to consider the potential limitations of using songs for vocabulary learning, particularly in terms of the amount of repetition provided. Teachers may need to supplement songs with additional activities that allow for more repetition and practice, such as flashcards or vocabulary games.

1.5.5. Limited Transferability

Limited transferability is a significant concern when using classroom songs for vocabulary learning. It is essential to ensure that the words learned through a song are useful and relevant to learners' lives beyond the classroom. Vocabulary learned through songs may be less transferable than vocabulary learned through other methods such as reading, writing, and direct instruction. Students may not recognize the words outside the specific context of the song, limiting their ability to use them in other contexts.

A study by Van der Meer and Baker (2017) examined the transferability of vocabulary learned through songs among English foreign language learners. The study found that while students showed improvement in their knowledge of the target vocabulary through songs, they had difficulty transferring this knowledge to other contexts. Similarly, a study by Richardson and Waring (2018) found that while songs were effective in teaching vocabulary in the context of the song, students had difficulty transferring the vocabulary to other contexts.

To address this limitation, teachers can use songs that focus on high-frequency words or words that are commonly used in everyday contexts. They can also incorporate activities that allow students to practice using the vocabulary learned in the songs in other contexts, such as through writing or speaking exercises. Additionally, teachers can provide opportunities for students to encounter the same vocabulary in different contexts to help promote transferability.

In summary, while classroom songs can be an effective tool for enhancing vocabulary learning, there are limitations to consider. Limited transferability is one such limitation, which can be addressed by ensuring that the vocabulary learned through songs is relevant and useful beyond the specific song context.

1.6. Theoretical Framework

Foreign language learning and music education are two fields that have been intertwined for centuries, with educators and researchers exploring the potential benefits of using songs to enhance foreign language learning. In recent years, there has been a growing

interest in the use of classroom songs as a tool for vocabulary acquisition in English as a foreign language (EFL) classroom. The use of songs in foreign language instruction is based on the idea that it can increase student motivation, engage multiple intelligences, and provide a memorable and enjoyable way to learn new words and phrases. In this section, we will explore some of the key theories and concepts in foreign language learning and music education that relate to the use of classroom songs in vocabulary acquisition.

1.6.1. Foreign Language Learning Theories

There are several foreign language learning theories that support the use of songs in foreign language acquisition. One of the most prominent theories is the affective filter hypothesis proposed by Krashen (1985). According to this theory, learners who feel anxious or stressed are less likely to acquire a new foreign language. Songs can help reduce anxiety and create a positive emotional state, which can lower the affective filter and increase foreign language acquisition.

Another theory that supports the use of songs in foreign language learning is the socio-cultural theory proposed by Vygotsky (1978). This theory suggests that learning occurs through social interaction and participation in meaningful activities. Songs can provide a rich context for foreign language learning, as it often involves storytelling, cultural themes, and social interaction.

In addition to the affective filter and socio-cultural theories, there is also evidence to support the use of songs in foreign language learning from the cognitive perspective. The cognitive theory of multimedia learning proposed by Mayer (2005) suggests that learners process information more effectively when it is presented in multiple modalities, such as through both auditory and visual channels. Songs can provide a multimodal learning experience, as learners can simultaneously listen to and see the lyrics of a song. This can help reinforce the learning of new vocabulary and grammar structures.

Moreover, Gardner's (1983) theory of multiple intelligences suggests that learners have different strengths and preferences in their learning styles. While some learners may excel in traditional classroom settings, others may benefit from more creative and experiential learning methods, such as songs, they can also engage learners with different types of intelligences, such as musical-rhythmic, linguistic, and interpersonal intelligence. This can provide a more inclusive and enjoyable learning environment for students with diverse learning styles.

1.6.2. Multiple Intelligences

Gardner's theory of multiple intelligences suggests that individuals have different cognitive abilities and preferences that influence their learning styles (Gardner, 1983). One of these bits of intelligence is musical intelligence, which refers to the ability to perceive, create, and appreciate songs. For learners with a high level of musical intelligence, using songs in the classroom can provide a valuable opportunity to engage with the material in a way that aligns with their strengths and interests (Kokotsaki and Hallam, 2011).

Research has shown that incorporating songs into foreign language learning can enhance motivation and engagement, particularly for students with strong musical intelligence (Murdoch and Gillies, 2010; Kokotsaki and Hallam, 2011). By catering to multiple intelligences, educators can create a more inclusive and effective learning environment that accommodates a range of learning styles and preferences.

In addition to musical intelligence, other intelligences such as verbal-linguistic and interpersonal intelligences can also be engaged through the use of classroom songs. For instance, students with strong verbal-linguistic intelligence may enjoy analyzing the lyrics of a song and identifying new vocabulary, while those with a high level of interpersonal intelligence may enjoy working collaboratively to create their own songs (Kokotsaki and Hallam, 2011).

Overall, the concept of multiple intelligences highlights the importance of considering individual differences in learning and using a variety of teaching strategies to accommodate these differences. By incorporating classroom songs into foreign language learning, educators can create a more diverse and engaging learning experience that caters to a range of intelligence and preferences.

1.6.3. Motivation

Motivation is widely recognized as a crucial component in foreign language learning (Dörnyei, 2005). The use of songs in the classroom can be an effective way to increase motivation among foreign language learners. Research suggests that songs can activate the pleasure centers in the brain, triggering the release of dopamine, which can enhance the learning experience (Juslin and Västfjäll, 2008). Moreover, the emotional appeal of songs can help create a positive and engaging learning environment, increasing students' interest and investment in the foreign language they are learning (Chase, 2016).

Furthermore, the use of songs in foreign language learning can help students connect emotionally with the foreign language and its cultural context. By exploring the lyrics and themes of songs, learners can gain insights into the cultural values and practices associated with the foreign language they are learning (Murphey, 1992). This can create a more meaningful and memorable learning experience, leading to increased motivation and retention of vocabulary.

1.7. The Role of Songs in Foreign Language Learning

Songs have been used as a tool for foreign language learning for many years, with their popularity growing in recent times due to their effectiveness and engagement. Songs offer a unique and enjoyable way to learn new foreign languages such as English have been shown to improve vocabulary retention, pronunciation, and grammar. The use of songs in foreign language learning aligns with various foreign languages learning theories, such as the affective filter hypothesis, sociocultural theory, and multiple intelligences. Moreover, songs can boost learners' motivation and increase their confidence, making them more likely to engage in foreign language learning. This section provides an overview of the role of songs in foreign language learning and how it can be used effectively in the classroom.

Affective Filter Hypothesis: The Affective Filter Hypothesis, proposed by Krashen (1985), posits that learners who feel anxious or stressed are less likely to acquire a new foreign language. This hypothesis suggests that affective factors such as motivation, self-esteem, and anxiety can influence foreign language acquisition. Songs can play a role in reducing anxiety and creating a positive emotional state, which can lower the affective filter and increase foreign language acquisition (Chase, 2016).

Socio-cultural Theory: The Socio-cultural Theory, proposed by Vygotsky (1978), suggests that learning occurs through social interaction and participation in meaningful activities. Songs can provide a rich context for foreign language learning, as it often involves storytelling, cultural themes, and social interaction. Through the use of songs, learners can engage with the foreign language in a meaningful and social way, which can facilitate foreign language acquisition (Murphey, 1990).

Multiple Intelligences: The theory of Multiple Intelligences, proposed by Gardner (1983), suggests that learners have different types of intelligence, including musical intelligence. Using songs in the classroom can appeal to learners with musical intelligence,

allowing them to engage with the material in a way that aligns with their strengths (Murdoch and Gillies, 2010).

Motivation: Motivation is a key factor in foreign language learning, and songs can be a powerful motivator. The intrinsic appeal of songs can create a positive and engaging learning environment, and the use of songs can help students connect emotionally with the foreign language they are learning (Chase, 2016).

In summary, songs can play an important role in foreign language learning, by reducing anxiety, providing a rich context for foreign language learning, appealing to different types of learners, and increasing motivation.

1.8. Strategies for Incorporating Songs into Foreign Language Instruction

Songs can be a valuable tool for foreign language instruction, but it is important for teachers to use it strategically and effectively. When incorporating songs into foreign language lessons, it is essential to consider the needs and abilities of the learners, as well as the learning objectives of the lesson. Teachers should also be intentional about selecting songs that are appropriate for the learners' proficiency level and cultural background. Additionally, incorporating songs into foreign language instruction requires thoughtful planning and design of activities that incorporate songs, as well as ongoing assessment of student learning outcomes to ensure that the approach is effective. In this section, we will explore some strategies and tips for teachers who want to incorporate songs into their foreign language instruction.

Choosing Appropriate Songs: When selecting songs for vocabulary learning, it is important to consider the difficulty level of the vocabulary, the pace of the songs, and the cultural relevance of the lyrics. Teachers can choose songs that align with the learning goals and interests of their students, and provide pre-teaching activities to scaffold understanding of the vocabulary (Nikolov and Djigunovic, 2006).

Designing Activities: Teachers can design a variety of activities that incorporate songs into foreign language instruction, such as gap-fill exercises, lyric analysis, and role-playing. These activities can help reinforce vocabulary and grammar, and provide opportunities for communication practice and cultural exploration (Brown, 2001).

Assessing Learning Outcomes: To assess student learning outcomes, teachers can use a range of formative and summative assessments, such as quizzes, group projects, and

performance-based assessments. These assessments should align with the learning goals and objectives of the foreign language instruction, and provide meaningful feedback to students (Gonzalez-Lloret and Ortega, 2014).

Conclusion

As a conclusion, classroom songs can be a valuable tool for enhancing foreign language learning outcomes, particularly in the context of EFL instruction. They are a fun and interactive way for students to learn new vocabulary and grammar structures, improve their pronunciation and listening skills, and enhance their memory retention. However, it is important for teachers to be mindful of the potential challenges and limitations associated with the use of songs in the classroom, such as inappropriate content and varying song preferences. By selecting appropriate songs and designing effective activities, teachers can harness the power of songs to create a positive and engaging learning environment for their students.

**CHAPTER TWO: VOCABULARY
ENHANCEMENT**

CHAPTER TWO: VOCABULARY ENHANCMENT

Introduction

Vocabulary is a fundamental component of language, and it is essential for effective communication and academic success. Developing a rich and diverse vocabulary requires deliberate and consistent effort over time, and it is a lifelong process. Vocabulary enhancement refers to activities and strategies that aim to improve vocabulary knowledge and use. The benefits of vocabulary enhancement are numerous and include improved communication, reading comprehension, writing skills, and critical thinking. Therefore, it is crucial for educators to incorporate vocabulary enhancement activities into their teaching practices.

The aim of this chapter is to explore the various strategies and techniques used for vocabulary enhancement, including traditional methods, such as games and activities, as well as the role of technology in vocabulary enhancement. The chapter will provide an overview of the benefits of vocabulary enhancement, strategies for incorporating vocabulary enhancement into teaching practices.

2.1. Vocabulary Learning Strategies

Vocabulary learning strategies are essential for learners to acquire and retain new vocabulary effectively. They are cognitive and behavioral techniques that learners use to learn, remember, and use new words. By developing a repertoire of vocabulary learning strategies, learners can become more independent, efficient, and successful in their language learning. In this section, we will discuss the different types of vocabulary learning strategies, including direct and indirect strategies, as well as effective strategies such as the use of context clues, imagery, word associations, and active engagement. We will also explore how to develop and teach these strategies in the classroom to enhance learners' vocabulary acquisition and retention.

2.1.1. Definition and Importance of Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) refer to the methods or techniques used by language learners to acquire and retain new vocabulary. According to Schmitt (2010), VLS are "conscious, deliberate, and goal-oriented behaviors and thoughts that learners use to enhance their vocabulary knowledge and use" (p. 5). These strategies can be divided into different categories, such as cognitive, metacognitive, and social strategies (Oxford, 1990).

The importance of VLS in language learning cannot be overstated. Research has shown that learners who use VLS are more successful in vocabulary acquisition than those who do not (Schmitt and McCarthy, 1997). VLS can help learners to overcome obstacles such as forgetting and lack of motivation, and to develop a deeper and more meaningful understanding of new vocabulary (Nation, 2001). Furthermore, the use of VLS can lead to improved language proficiency and communicative competence (Schmitt, 2010).

Despite the importance of VLS, many language learners are not aware of the strategies that can be used to enhance vocabulary learning. Therefore, it is important for teachers to provide explicit instruction and guidance on VLS and to encourage learners to reflect on their own vocabulary learning processes (Cohen, 2011). In the following sections, we will explore different categories of VLS and provide practical tips and activities for teachers to use in the classroom.

2.1.2. Types of Vocabulary Learning Strategies

There are various types of vocabulary learning strategies that learners can use to acquire new vocabulary. According to Schmitt (2000), vocabulary learning strategies can be divided into two main categories: direct and indirect strategies.

2.1.2.1. Direct Strategies

Direct vocabulary learning strategies refer to conscious and deliberate efforts to learn and memorize new words. There are three subcategories of direct strategies: memory, cognitive, and metacognitive strategies.

- **Memory Strategies:** Memory strategies refer to techniques used to memorize and retain new vocabulary words. They can be further divided into three types: repetition, association, and visualization (Schmitt, 2008). Repetition involves repeating a word multiple times to help commit it to memory. This can be done through various activities such as flashcards, drills, or writing out the word multiple times (Nation, 2013). The association involves linking the new word with a familiar word, image, or concept. This can help to create a mental connection and make the new word more memorable. For example, associating the word (ardent) with the image of a burning fire can help to remember its meaning (Nation, 2013). Visualization involves creating mental images of the new words. This can be particularly effective for concrete nouns such as objects or animals. For example, visualizing a lion when learning the word (lion) can help to remember the word and its meaning (Ghasemi and Hashemi, 2011).

- **Cognitive Strategies:** Cognitive strategies are a type of direct vocabulary learning strategy that involves actively processing and analyzing new words to understand their meaning. These strategies are particularly useful for learning vocabulary in a second language where learners may not have prior knowledge of the words they encounter. One example of a cognitive strategy is analyzing word structure. This involves breaking down words into their component parts (prefixes, suffixes, and roots) to identify their meaning. For example, a learner who knows that (dis-) means (not) and (appear) means (to be seen) can infer the meaning of (disappear) as (not to be seen). Another example is guessing word meaning from context. This involves using the surrounding words and context clues to infer the meaning of an unfamiliar word. For instance, if a learner reads the sentence (The cat perched on the windowsill,) they may infer that (perched) means (sitting or resting on something) based on the context of the cat being on the windowsill. Using dictionaries or other resources to look up unfamiliar words is also a cognitive strategy. This involves actively seeking out the meaning of a new word in a dictionary or other reference materials to ensure accurate understanding. By using cognitive strategies, learners are able to actively engage with new vocabulary and deepen their understanding of the language they are learning.
- **Metacognitive Strategies:** Metacognitive strategies are a type of direct vocabulary learning strategy that involves planning, monitoring, and evaluating one's own learning process. According to Oxford (1990), metacognitive strategies are "executive self-regulating processes that learners use to control and regulate their own learning" (p. 20). Some common metacognitive strategies used for vocabulary learning include setting goals, self-monitoring, and self-evaluation (Liu and Zhang, 2013). One metacognitive strategy commonly used in vocabulary learning is goal-setting. This involves setting specific learning objectives for oneself, such as learning a certain number of new words each week or focusing on words related to a particular topic or theme (Chamot and O'Malley, 1994). By setting goals, learners can direct their efforts toward achieving specific outcomes and can track their progress over time. Self-monitoring is another metacognitive strategy that can be useful for vocabulary learning. This involves paying attention to one's own learning process and assessing one's own understanding of new words (Vandergrift et al, 2006).

2.1.2.2. Indirect Strategies

Indirect vocabulary learning strategies refer to the acquisition of vocabulary without consciously focusing on learning new words. These strategies are often based on the use of the language in real-life contexts, which can provide learners with the opportunity to encounter new words and phrases naturally.

- **Social Strategies:** Social strategies refer to the use of social interaction to acquire new vocabulary, such as asking for clarification, listening to others, or participating in discussions (Oxford and Crookall, 1990). Social strategies can be an effective means of vocabulary acquisition, as they provide opportunities for learners to practice and use new words in a meaningful context. Research has shown that learners who use social strategies have greater success in retaining new vocabulary (Cohen, 1998). One example of a social strategy is collaborative learning, where learners work together in pairs or small groups to complete tasks or solve problems. This type of interaction allows learners to share their knowledge and perspectives, providing opportunities for new vocabulary acquisition (Bialystok, 1983). Another example is language exchange programs, where learners interact with native speakers of the target language in order to practice and improve their vocabulary (Thompson and Rubin, 1996).
- **Affective Strategies,** on the other hand, are based on using emotions to aid in vocabulary learning. This can involve using humor or creating an emotional connection to new words in order to help remember them. For example, learners may use word association techniques that connect a new word to a memorable image or personal experience. This can help to create a more meaningful and memorable learning experience, leading to greater retention of new vocabulary.

2.1.3. Effective Vocabulary Learning Strategies

Effective vocabulary learning strategies are those that have been found to be most successful in helping learners acquire and retain new words. While different learners may have different preferences and styles, there are several strategies that have been found to be particularly effective, they involve actively engaging with new words, using context clues, imagery, and word associations to aid in learning and retention.

2.1.3.1. Context Clues

Context clues refer to the information provided in the text surrounding an unfamiliar word that can be used to guess its meaning. This strategy is especially useful when encountering unknown words during reading comprehension activities. By using context clues, learners can infer the meaning of unfamiliar words and build their vocabulary in a more natural and effective way (Huang and Naerssen, 1987). Researchers have found that the use of context clues can lead to better reading comprehension, as well as increased word recognition and retention (Zareva, 2013).

There are different types of context clues that learners can use to infer the meaning of unknown words, including definitions, examples, comparisons, and contrasts (Siti and Azman, 2015). For example, a definition clue may provide a direct explanation of the unknown word, such as (Aurora is a natural light display in the sky). An example clue may provide an instance or illustration of the word, such as (The child was elated when she saw the birthday cake). A comparison clue may compare the unknown word to something more familiar, such as (The ballerina's movements were as graceful as a swan). A contrast clue may provide information about what the word is not, such as (Although he is normally affable, he was acting very surly today).

2.1.3.2. The Use of Imagery

The use of imagery as a vocabulary learning strategy has been found to be effective in various studies. Paivio (1991) proposed the dual coding theory, which suggests that information can be stored in both verbal and visual codes in the brain. This means that when learners create mental images of new words, they are using both visual and verbal processing systems, which can enhance their memory of the word.

Research has supported the effectiveness of imagery in vocabulary learning. For example, Pressley and McCormick (1995) found that creating mental images of new vocabulary words led to better recall than simply reading the definitions. Similarly, Oxford and Crookall (1990) reported that using imagery strategies, such as drawing pictures and making mental images, led to significant improvements in learners' retention of new words.

2.1.3.3. Word Association

Word associations involve linking new words to familiar ones based on similarities in meaning, sound, or other characteristics. For example, learners can associate the word

(voracious) with the familiar word (eat) to remember its meaning of (having a huge appetite). Word associations can be made through brainstorming, word webs, or concept maps (Pardo-Ballester, 2017). Studies have shown that this strategy can improve learners' ability to retain and recall new vocabulary (Nation, 2001).

Furthermore, research suggests that combining multiple strategies can lead to more effective vocabulary learning outcomes. For example, learners can use imagery and word associations together to create a vivid mental picture that links the new word to a familiar concept (Bensoussan and Laufer, 1984). In addition, using multiple strategies can help learners approach new vocabulary from different angles, making it easier to understand and remember (Zhang and Zhang, 2015).

2.1.3.4. Use of Active Engagement

Active engagement is a crucial aspect of effective vocabulary learning strategies as it allows learners to interact with new words in various ways. One effective way of actively engaging with new words is through the use of flashcards. Flashcards are a popular tool for vocabulary learning and involve writing new words on one side of a card and their definitions on the other side. This technique allows learners to test their knowledge of new words through self-quizzing, which has been shown to improve vocabulary retention (Nation, 2001).

Another way of actively engaging with new words is through writing sentences using new vocabulary. This task allows learners to use new words in context and reinforces their understanding of word meaning and usage. A study by Nagy and Herman (1987) found that writing sentences using new words led to better retention than simply studying definitions.

2.1.4. Developing Vocabulary Learning Strategies

Developing vocabulary learning strategies involves teaching learners how to use different techniques and approaches to effectively learn new words. Research has shown that teaching learners how to use a variety of vocabulary learning strategies can lead to improved acquisition and retention of new vocabulary (Oxford, 1990). Explicit instruction is an effective way to teach vocabulary learning strategies, as it helps learners understand how to use different strategies effectively. One study found that explicit instruction of vocabulary learning strategies led to improved vocabulary acquisition and retention among learners (Mizumoto and Takeuchi, 2009). Another study found that explicit instruction on the use of context clues improved learners' ability to use this strategy effectively (Huang and Eskey, 1999).

Another approach to teaching vocabulary learning strategies is through modeling. Modeling involves demonstrating how to use different strategies to learn new words, and encouraging learners to imitate these strategies in their own learning. Research has shown that modeling can be an effective way to teach vocabulary learning strategies (Yuan and Ellis, 2003). Collaborative learning is another effective approach to developing vocabulary learning strategies. Collaborative learning involves learners working together to complete tasks and solve problems, and can provide opportunities for learners to share and discuss different vocabulary learning strategies. Studies have shown that collaborative learning can improve learners' use of vocabulary learning strategies (Oxford and Nyikos, 1989).

It is important to provide learners with opportunities to practice using vocabulary learning strategies in authentic contexts. This can involve incorporating new vocabulary into reading or writing tasks, or engaging in discussions that require the use of new words. Studies have shown that providing learners with authentic opportunities to use new vocabulary can improve their retention of these words (Nation, 2013).

Finally, incorporating technology into vocabulary instruction can also be an effective way to develop vocabulary learning strategies. Technology tools such as online dictionaries, vocabulary games, and flashcard apps can provide learners with engaging and interactive ways to practice using different vocabulary learning strategies (Chen and Chung, 2008).

2.1.5. Teaching Vocabulary Learning Strategies in the Classroom

Effective teaching of vocabulary learning strategies can enhance students' ability to learn and use new words. One way to teach these strategies in the classroom is through explicit instruction. Teachers can introduce students to different vocabulary learning strategies, model how to use them, and provide opportunities for students to practice using them in meaningful contexts (Chamot and O'Malley, 1994).

Another way to teach vocabulary learning strategies is through the use of authentic materials. Authentic materials, such as news articles, short stories, and videos, can provide students with exposure to real-world language use and context, and give them opportunities to practice using vocabulary learning strategies in a meaningful way (Nation and Webb, 2011). Collaborative learning is another effective approach to teaching vocabulary learning strategies. Group activities such as discussion, peer teaching, and group projects can help students share ideas and strategies, and support each other's learning (Oxford and Crookall, 1989).

2.2. Vocabulary Games and Activities

Vocabulary games and activities are instructional techniques used to help learners acquire and retain new vocabulary in an engaging and interactive way. The use of games and activities in language learning has been found to enhance learners' motivation and engagement, which can in turn improve their learning outcomes (Ellis and Shintani, 2014). As such, vocabulary games and activities are an effective tool for promoting vocabulary development in both classroom and self-study settings.

In the following sections, we will explore various types of vocabulary games and activities and their potential benefits for language learners.

2.2.1. Definition and Importance of Vocabulary Games and Activities

Vocabulary games and activities refer to instructional methods that involve games, puzzles, and other interactive activities to help learners acquire and practice new vocabulary. They can be used in a variety of educational settings, from classrooms to online learning platforms, and can benefit learners of all ages and proficiency levels. Vocabulary games and activities are an important component of language learning, as they provide learners with opportunities to use and interact with new words in a meaningful and memorable way (Nazari and Zare, 2015). One of the main advantages of using vocabulary games and activities is that they can increase learners' motivation and engagement. By making vocabulary learning enjoyable and interactive, learners are more likely to remain interested and invested in the learning process (Liu, 2016). In addition, vocabulary games and activities can be an effective way to promote a more positive attitude towards learning, as learners associate the learning process with fun and enjoyment (Egbert and Hanson-Smith, 1999).

Another benefit of vocabulary games and activities is that they can provide learners with opportunities to use new words in context. By placing new words in a relevant and meaningful context, learners are more likely to remember them and understand their meaning (Nazari and Zare, 2015). Furthermore, many vocabulary games and activities encourage learners to interact with each other, which can promote the development of communication and social skills.

2.2.2. Types of Vocabulary Games and Activities

There are many types of vocabulary games and activities that teachers can use to make learning new words engaging and fun for learners. These games and activities often involve

interactive and hands-on approaches to vocabulary acquisition, which can improve learners' motivation and retention of new words. In this section, we will discuss some of the most effective types of vocabulary games and activities.

- **Word Games:** Word games are a popular and effective way to engage learners in vocabulary learning. Crossword puzzles, word searches, and Scrabble are just a few examples of word games that can help learners practice and reinforce their vocabulary knowledge. In a study by Chen and Chang (2015), it was found that using word games in vocabulary instruction was effective in improving students' vocabulary knowledge and retention. Another study by Kim (2016) also found that playing word games helped students retain and use new vocabulary words in context. Furthermore, word games can also be adapted to different levels and language abilities. For instance, crossword puzzles and word searches can be created at different levels of difficulty to cater to the needs of learners with varying proficiency levels. Moreover, word games can be used to reinforce vocabulary in different subject areas, such as science or social studies, making them a versatile tool for vocabulary instruction (Liu and Wang, 2018).
- **Vocabulary Bingo:** Vocabulary Bingo is a popular game that can be used to reinforce vocabulary learning in an enjoyable and engaging way. It can be adapted to suit learners of different ages and levels of proficiency, making it a versatile teaching tool (Zainuddin and Alias, 2014). The game not only helps learners to learn new words, but also aids in the retention and recall of previously learned vocabulary (Smith and Conti, 2007). In addition, Vocabulary Bingo allows for the practice of listening, speaking, and reading skills, as learners listen to the definitions or synonyms being called out, read the words on their cards, and speak out when they have a completed line or full card (Zainuddin and Alias, 2014).
- **Vocabulary Charades:** Vocabulary Charades is a fun and interactive game that engages learners in active participation, which can be an effective way to reinforce vocabulary learning (Liu and Han, 2019). This game is a form of embodied cognition, where learners use bodily movements to represent the meaning of the word or phrase. Research has shown that embodied cognition can be an effective strategy for improving memory and retention of new vocabulary (Casasanto and Boroditsky, 2008).
- **Vocabulary Scavenger Hunt:** Vocabulary scavenger hunt is an interactive and engaging activity that promotes active learning and enhances learners' vocabulary acquisition. This activity allows learners to explore and discover new words in their context, which can

improve their understanding and retention of the words. A study by Mochizuki and Oranje (2019) found that vocabulary scavenger hunts increased learners' motivation to learn new words and improved their vocabulary acquisition compared to traditional vocabulary instruction.

- **Vocabulary Board Games:** Vocabulary Board Games combine the fun of board games with the educational benefits of vocabulary learning. These games typically involve moving around a board and answering vocabulary-related questions or completing tasks related to vocabulary. Studies have found that Vocabulary Board Games can be an effective way to improve learners' vocabulary acquisition and retention, as well as their motivation to learn new words (Nikolov and Djigunovic, 2006; Uchida and Kitade, 2017). One study conducted by Nikolov and Djigunovic (2006) found that Vocabulary Board Games were more effective than traditional vocabulary instruction in improving learners' vocabulary knowledge and retention. The study involved two groups of learners, one of which received traditional vocabulary instruction while the other played a Vocabulary Board Game. The results showed that the group that played the Vocabulary Board Game performed significantly better on a post-test than the group that received traditional instruction.

2.2.3. Benefits of Using Vocabulary Games and Activities

Using vocabulary games and activities in the classroom can provide various benefits to language learners. First, these activities can help make learning vocabulary more engaging and enjoyable for learners, leading to increased motivation and participation in the learning process (Reinhardt, 2019). Additionally, games and activities can provide learners with opportunities to practice using new vocabulary in a meaningful context, which can improve their retention and comprehension of new words (Mozaffari and Ebrahimzadeh, 2016). Moreover, using games and activities can foster a positive learning environment and promote teamwork and collaboration among learners, which can enhance social and communication skills (Zhu, 2019).

- **Enhancing Engagement and Motivation:** Using vocabulary games and activities in the classroom can enhance learners' engagement and motivation in the learning process. These activities provide an interactive and enjoyable learning experience that can make the process of acquiring new vocabulary less daunting and more enjoyable for learners (Stoeckel and Cheng, 2019). Engaging learners in vocabulary games and activities can also increase their motivation to learn and retain new words, as they are more likely to

remember words that they have learned through fun and engaging activities (Gonulal and Arikan, 2018).

- **Creating a Fun and Relaxed Learning Environment:** Vocabulary games and activities can create a fun and relaxed learning environment, which can help learners feel more comfortable and motivated to participate in the learning process (Kuo and Anderson, 2010). When learners are engaged in enjoyable and interactive activities, they are more likely to be motivated to learn and to retain the information they have learned (Hussain and Sultan, 2010). Additionally, incorporating games and activities into the classroom can help reduce anxiety and stress associated with traditional forms of learning, making the learning experience more enjoyable and effective (Egbert and Hanson-Smith, 1999).
- **Providing Opportunities for Social Interaction and Communication:** Vocabulary games and activities can also provide opportunities for social interaction and communication, which can be beneficial for foreign language learners. Through collaborative games and activities, learners can practice their vocabulary in a fun and interactive way while also improving their communication and collaboration skills (Chu and Zhang, 2019). Additionally, learners can learn from one another as they engage in group discussions and share their knowledge of different words and phrases.
- **Incorporating Multiple Modes of Learning and Sensory Experiences:** Incorporating multiple modes of learning and sensory experiences is another benefit of using vocabulary games and activities. Games and activities that engage learners' senses, such as touch, sight, and sound, can help learners retain new vocabulary more effectively (Nation, 2013). For example, using flashcards with pictures or incorporating music or movement into vocabulary games can make the learning experience more engaging and memorable (Felder and Silverman, 1988). Additionally, using games and activities that involve different modes of learning, such as visual, auditory, and kinesthetic, can accommodate different learning styles and help ensure that all learners are able to participate and benefit from the activities (Felder and Silverman, 1988).
- **Promoting Active and Personalized Learning:** Promoting active and personalized learning is another benefit of using vocabulary games and activities in the classroom. These games and activities provide learners with opportunities to actively engage with the language, personalize their learning experiences, and take ownership of their learning (Kim, 2017). For example, learners can choose games and activities that are most relevant and interesting to them, and they can personalize their learning by incorporating

words and phrases that are meaningful to them. Personalization and choice have been found to enhance learners' motivation and engagement (Deci and Ryan, 2000). Additionally, by actively engaging with the language, learners are more likely to remember and use new vocabulary words in their future language production (Chun and Plass, 1996).

- **Enhancing Long-Term Retention and Transfer of Vocabulary Knowledge:** Vocabulary games and activities have also been found to enhance long-term retention and transfer of vocabulary knowledge. When learners engage in activities that involve active participation and multiple modes of learning, they are more likely to retain new vocabulary words over time (Wang and Derakhshan, 2019). Additionally, the use of games and activities that encourage personalized learning can help learners connect new vocabulary to their prior knowledge and experiences, which can further aid in retention and transfer (Zareva and Tasseva, 2017).

2.2.4. Incorporating Vocabulary Games and Activities in the Classroom

Incorporating Vocabulary Games and Activities in the Classroom can be an effective way to promote vocabulary acquisition and retention among learners, while also making learning more engaging and enjoyable (Nation, 2013; Zainuddin and Alias, 2014; Mochizuki and Oranje, 2019). There are a variety of games and activities that teachers can choose from, depending on their teaching goals and the needs of their learners. Incorporating vocabulary games and activities in the classroom has been shown to enhance learners' engagement, motivation, and long-term retention of vocabulary knowledge (Nation, 2013; Zainuddin and Alias, 2014; Mochizuki and Oranje, 2019).

To ensure that vocabulary games and activities are effectively incorporated into classroom instruction, teachers should consider factors such as the age and level of their learners, the size of the class, and the resources available (Choi, 2020). Teachers can use games and activities as warm-up exercises, review activities, or as a way to introduce new vocabulary. They can also design their own games and activities that cater to the specific needs and interests of their learners (Choi, 2020).

There are different approaches that teachers can use to incorporate vocabulary games and activities into their classroom instruction. One approach is to incorporate vocabulary games and activities as part of regular classroom instruction. Teachers can use word games and vocabulary board games as warm-up activities or as a way to review previously learned

vocabulary (Chuang and Chen, 2011). Another approach is to use vocabulary games and activities to supplement and reinforce specific lesson content. Teachers can also tailor vocabulary games and activities to different learning styles and preferences, such as incorporating visual aids or kinesthetic activities (Wan and Fang, 2016).

2.3. Vocabulary Building through Technology

Vocabulary building through technology refers to the use of various technological tools and platforms to facilitate vocabulary learning and acquisition. With the advancement of technology, educators have access to a wide range of tools and resources that can be used to enhance vocabulary learning. These tools include mobile applications, educational software, online games, and multimedia materials. The use of technology for vocabulary building can provide learners with an interactive and engaging learning experience. It can also cater to learners with different learning styles, such as visual or auditory learners (Yanguas, 2019).

Additionally, technology can offer personalized and adaptive learning experiences, allowing learners to work at their own pace and level. Technology can also provide immediate feedback to learners, which can aid in the consolidation of vocabulary knowledge. Moreover, technology allows learners to access learning materials from anywhere and at any time, making learning more flexible and convenient (Cui and Jiang, 2020). However, it is important to note that technology should not be seen as a replacement for traditional vocabulary learning methods, but rather as a complementary tool to enhance vocabulary learning. Therefore, the effectiveness of technology-based vocabulary building programs should be evaluated to ensure that they are achieving the desired outcomes (Lin and Wang, 2019).

2.3.1. The Role of Technology in Vocabulary Development

Technology plays an increasingly important role in vocabulary development, providing learners with access to various tools and resources that can enhance their vocabulary learning experiences. One such tool is computer-assisted language learning (CALL), which uses computer programs and software to support language learning, including vocabulary acquisition. CALL programs have been found to be effective in promoting vocabulary development, as they can provide learners with a range of interactive and engaging activities, such as word games, flashcards, and quizzes (Wang et al., 2017).

In addition, mobile devices and applications offer learners the opportunity to access vocabulary-building resources anytime, anywhere. Many language learning apps provide personalized vocabulary exercises, quizzes, and games that cater to learners' individual needs

and preferences. Moreover, digital dictionaries and translation tools can provide learners with immediate access to word meanings, synonyms, and related words, facilitating the learning process (Sung, Chang, and Lee, 2019).

2.3.2. Types of Technology for Vocabulary Building

- **Vocabulary Apps:** These are mobile applications that are specifically designed to help learners improve their vocabulary. Examples of such apps include Quizlet, Duolingo, and Memrise, which use interactive games, flashcards, and quizzes to help learners learn new words and improve their retention of previously learned words (Chen and Chen, 2018).
- **Language Learning Software:** These are computer programs that provide comprehensive language learning support, including vocabulary building. Examples of language learning software include Rosetta Stone, Babbel, and Mango Languages, which offer structured and personalized learning experiences that are designed to build learners' vocabulary and other language skills (Levy and Stockwell, 2006).
- **Online Resources:** These include websites, online dictionaries, and online courses that offer various vocabulary-building activities and exercises. Websites such as Vocabulary.com, Merriam-Webster, and Dictionary.com offer engaging vocabulary-building activities and games (Brouwer and Crocker, 2019).
- **Social media:** Social media platforms such as Twitter, Facebook, and Instagram can be used to build vocabulary through interaction with other users and exposure to new words and phrases. Learners can follow accounts that share interesting vocabulary words or participate in language learning groups or chats to engage in vocabulary-building conversations (Bhattacharya, 2018).
- **Podcasts and Videos:** These are audio and visual resources that can be used to improve vocabulary skills. Podcasts such as (Vocabulary.com - Learn Words) and (The English We Speak) offer episodes focused on building vocabulary, while videos such as TED Talks and language learning YouTube channels offer engaging and informative content that introduces learners to new vocabulary words (López, 2020).

2.4. Challenges in Acquiring Vocabulary

A key component of learning a language is developing a wide and varied vocabulary since it facilitates efficient communication. When it comes to learning new words, pupils frequently face a variety of difficulties. These difficulties may obstruct their development and reduce their total language skills. For both instructors and students, it is crucial to comprehend and resolve these issues. In this section, we'll look at some of the difficulties that students frequently encounter when learning new words, such as vocabulary size, contextual understanding, retention and retrieval, pronunciation and spelling, as well as personal preferences and learning methods.

2.4.1. Vocabulary Size and Depth

The size and depth of vocabulary that students need to build represent one of the main obstacles to vocabulary acquisition. Vocabulary depth, on the other hand, is the level of understanding and knowledge of specific words, including their meanings, combinations, and usage in various situations (Nation, 2001). Vocabulary quantity refers to the overall number of words a learner knows. According to research, reading comprehension and language skill are directly correlated with vocabulary size (Qian, 2002). A number of variables cause the difficulties that pupils have in growing their vocabulary size. Vocabulary development can be hampered by insufficient reading practice and exposure to the target language (Paribakht & Wesche, 1997). Additionally, students frequently encounter new words in their reading materials, which can impair their comprehension and recall (Hulstijn, 2001).

Teachers can use strategies that emphasize both language depth and size to get through these difficulties. A wide diversity of vocabulary is exposed to students when they are encouraged to read extensively and interact with a variety of materials (Krashen, 2004). Additionally, a deeper vocabulary can be achieved by providing explicit teaching on word families, collocations, and word construction techniques (Schmitt, 2000). The amount and depth of one's vocabulary can be increased by using efficient vocabulary learning techniques including the utilization of context cues, imagery, and word associations (Zahar et al., 2001).

2.4.2. Lack of Exposure and Contextual Understanding

The inability to build contextual comprehension as a result of limited exposure to the target language is another key obstacle that students have when learning new terminology. Learning a vocabulary involves more than just memorization of individual words; it also entails understanding how words are used in various contexts (Schmitt, 2010). The ability of

pupils to understand the complex meanings and collocations of words can, however, be hampered by a lack of exposure to actual language use (Cobb, 2007). Learners may find it difficult to build a comprehensive comprehension of word meanings and usage without enough exposure to a variety of authentic language inputs (Nation, 2001). It can be difficult for students to utilize words effectively in their own speech or writing as a result of this lack of exposure to word meanings in context (Paribakht & Wesche, 1999). In addition, learners could run upon unexpected metaphors, idioms, or cultural references that make it harder for them to understand and learn new words (Laufer, 1997).

Teachers may solve this problem by giving students lots of chances to experience real-world language use. Including real reading materials in lessons, such as articles from newspapers, magazines, or websites, exposes students to a range of situations and aids in their development of a more complex grasp of word meanings (Cobb, 2007). Additionally, including students in conversations or exercises that demand the use of terminology in context might improve their comprehension of context (Schmitt, 2010). Students can also benefit from explicit training on collocations and idiomatic phrases to help them learn vocabulary in the proper linguistic and cultural context (Laufer, 1997).

2.4.3. Retention and Retrieval Difficulties

Language learners face considerable difficulties in retaining and recalling vocabulary words. While students may initially acquire new vocabulary, doing so in a way that allows for successful long-term retention and retrieval might be challenging (Nation, 2001). For language production and understanding, the capacity for precise and fluid vocabulary memory and usage is crucial. The forgetting curve, which illustrates the quick deterioration of recently learned knowledge with time (Ebbinghaus, 1885), is one difficulty faced by learners, without consistent review and reinforcement, vocabulary words can easily be forgotten, which prevents the growth of a strong lexicon (Gass & Selinker, 2001). Additionally, comparable terms in their mother tongue or other languages that they have studied may cause learners to feel interference, making it more challenging for them to recall the target vocabulary (Nation, 2001).

Teachers might use techniques that encourage regular exposure to the target language and spaced repetition to alleviate retention and retrieval issues. Vocabulary retention in long-term memory is aided by regular review sessions, when students examine previously learned terms at ever-increasing intervals (Nation, 2001). Reinforcing memory consolidation and

retrieval skills requires the use of retrieval practice activities, such as games or quizzes that ask students to recall vocabulary words (Roediger & Butler, 2011). Additionally, giving students relevant and real-world scenarios in which to apply language might help with retention and retrieval. Stronger memory traces are created when new terminology is related to existing knowledge and individual experiences (Schmitt, 2010). A deeper level of involvement is promoted and communication retrieval is made easier by encouraging students to actively employ the target vocabulary in speaking and writing assignments (Gass & Selinker, 2001).

2.4.4. Pronunciation and Spelling Challenges

Foreign language learners face substantial obstacles while learning new vocabulary due to pronunciation and spelling issues. For efficient communication and language mastery, it is crucial to master both the right pronunciation and spelling of words. Due to the phonetic disparities between the target language and the learners' native language, pronunciation problems emerge. The target language's new sounds, stress patterns, intonation, and rhythm might be difficult for learners to pick up on (Celce-Murcia et al., 2010). Miscommunication and communication barriers can result from poor pronunciation. Spelling problems are common, especially in English, where there are many exceptions to complicated spelling rules. Learning to correlate sounds with appropriate spellings can be challenging for students since English orthography does not always give consistent phonemic representations (Nation, 2013). Words with silent letters, inconsistencies, or several acceptable spellings may be encountered by learners, which can cause confusion and make proper spelling more difficult.

Teachers can provide students with specific training on the phonetic characteristics and pronunciation patterns of the target language to overcome pronunciation issues. Learners can improve their ability to pronounce words correctly by including activities like pronunciation drills, listening exercises, and personalized feedback (Derwing & Munro, 2005). The ability of learners to pronounce words correctly may also be improved by encouraging them to practice speaking in real-world situations and giving them opportunities for peer interaction (Celce-Murcia et al., 2010). Through detailed education on spelling rules, patterns, and typical orthographic norms, spelling difficulties can be overcome. Learners may increase their spelling accuracy by using tasks that entail word analysis, spelling drills, and proofreading (Nation, 2013). Spelling abilities can be strengthened by giving students writing assignments that challenge them to use recently learned terminology in relevant situations (Derewianka, 2011).

2.4.5. Individual Differences and Learning Styles

As learners have different personal approaches and strategies for acquiring new vocabulary, individual variations and learning styles are important factors in vocabulary development. For vocabulary acquisition to be as effective as possible, these individual variances must be acknowledged and addressed. The chosen learning styles of each learner are one facet of individual diversity. Some students may have a visual learning style, preferring to acquire terminology through images and visual aids (Oxford, 2003). Others could learn better by hearing them said aloud or practicing speaking them (Coffield et al., 2004). Additionally, there are kinesthetic learners that gain more from movement and hands-on activities when learning new words (Felder & Soloman, 2009).

Learners differ in their ability for acquiring language in addition to their learning approaches. While some students may naturally gravitate toward word learning, others could find it more difficult (Schmitt, 2010). The ability of learners to absorb vocabulary may be influenced by factors including cognitive capacity, prior language knowledge, and exposure to the target language (Nation, 2001). In order to address the different requirements of students, educators may better support them by having a thorough understanding of these personal variances.

Teachers can use a number of instructional techniques and resources to accommodate various learning styles in order to address student variances. Visual aids, multimedia materials, group discussions, and practical exercises are some examples of this (Oxford, 2003). Effective vocabulary learning can also be supported through differentiated teaching, in which teachers provide students with tailored activities and resources depending on their abilities and preferences (Tomlinson, 2003).

Conclusion

Vocabulary enhancement is an essential aspect of language learning, and it plays a crucial role in effective communication, academic achievement, and professional success. There are various ways to improve vocabulary skills, such as through vocabulary games and activities, reading, and technology. Incorporating vocabulary games and activities in the classroom can enhance engagement, motivation, and long-term retention of vocabulary knowledge, among other benefits. Additionally, technology provides several tools and resources for vocabulary building, including flashcard apps, language learning software, and online dictionaries.

By employing effective vocabulary building strategies and evaluating their efficacy, learners can enhance their vocabulary skills and achieve greater success in their personal and professional lives. Challenges in vocabulary acquisition, including vocabulary size and depth, lack of exposure and contextual understanding, retention and retrieval difficulties, pronunciation and spelling challenges, and individual differences and learning styles, influence the process of acquiring new words. Recognizing and addressing these challenges through targeted instruction and strategies can support learners in developing a robust and proficient vocabulary repertoire.

CHAPTER THREE: FIELDWORK

CHAPTER THREE: FIELDWORK

Introduction

This chapter analyzes and discusses the data acquired in the research we conducted on improving English vocabulary using classroom songs. It seeks to assess the efficacy of classroom songs in enhancing vocabulary acquisition among middle school students studying English as a second language. The chapter contains an introduction of the study methodology, a description of the participants, a description of the research instruments used (Pre-test, post-test, questionnaire), an analysis of the Pre-test and post-test data, and a discussion of the findings. The questionnaire also investigates students' impressions of utilizing classroom songs for vocabulary development. The chapter concludes with a review of the findings and suggestions for future studies.

3.1. Methodology

This study used a pre-test and post-test research plan with an experimental group and a control group in Abd El Kader Kourichi middle school, Ouargla. The experimental group included 40 students who took part in a 4-week intervention utilizing classroom songs, whereas the control group included 40 students who did not receive the intervention.

3.2. Participants

This study's participants are first-year middle school students aged between 11 and 14, both male and female, from a variety of socioeconomic situations. The students' language skill is intermediate, with a basic comprehension of English vocabulary and the capacity to interpret and utilize short phrases in the target language. While individual skill levels within the intermediate range may vary slightly, the study intends to analyze the overall impact of the intervention on vocabulary acquisition among students in Abd El Kader Kourichi middle school.

3.3. Research Instruments

For data collection in this study, we used three research instruments: a pre-test, a post-test, and a questionnaire. These instruments were chosen based on their suitability for measuring the effectiveness of classroom songs in enhancing English vocabulary among students.

The Pre-test and post-test were developed to examine the participants' vocabulary levels prior to and after the intervention. They included multiple-choice questions, matching

exercises, and fill-in-the-blank tasks to assess students' knowledge and memory of the vocabulary. The influence of the classroom songs intervention on vocabulary development is measured by comparing the Pre-test and post-test results.

The purpose of the questionnaire is to collect students' thoughts and attitudes about the use of classroom songs for vocabulary development. It contains both open-ended and closed-ended questions about students' satisfaction with the classroom song sessions, their impression of songs' relevance to the vocabulary being taught, and their opinions on the intervention's success. The questionnaire is to collect useful qualitative data that supplemented the quantitative data collected during the pre-test and post-test.

The alignment of these instruments with the research aims and the nature of the investigation support our selection. The Pre-test and post-test provide objective evidence on the impact of classroom songs by measuring vocabulary learning and retention. The questionnaire, on the other hand, gives insights into students' subjective experiences and views, allowing for more in-depth knowledge of their attitudes toward the intervention.

3.4. The Pre-test and Post-test

3.4.1. Description of the Pre-test and Post-test

- **Pre-test:**

This study's Pre-test has four sections: numbers, ordinal numbers, personal pronouns, and family and jobs. Each section is designed to test the participants' knowledge and comprehension of particular vocabulary items relating to these areas.

In the Numbers section, participants are shown photographs of various amounts of apples and asked to write the matching numbers beneath each picture. They also have to select the proper digit for the number 56 as well as write the numbers 29 and 19.

The Ordinal Numbers portion features a drawing of four kids racing, with an arrow pointing to the second racer before crossing the finish line. Participants are instructed to write the ordinal number next to the picture and to choose the right ordinal number for the number 7. They also have to write the ordinal number for "4th."

The Personal Pronouns segment tests participants' knowledge of personal pronouns. They had to figure out which pronoun to use when referring to themselves or a group of individuals. They were also shown an image of a female and asked to finish a statement using the right pronoun.

Matching pictures of family members with the relevant words supplied in boxes is the focus of the Family and Jobs section. Because the words were not in the same order as the pictures, participants had to create proper correlations. Similarly, in the Jobs phase, participants are shown images of several jobs and asked to match them to the relevant words supplied in boxes, again in a random sequence.

- **Post-test:**

In the post-test that is also divided into four sections like the pre-test, participants are assessed on their knowledge and comprehension of numbers, ordinal numbers, personal pronouns, family members, and jobs. The post-test includes a variety of tasks and questions to evaluate participants' language skills in these targeted areas.

The post-test's Numbers section features questions requiring participants to demonstrate their comprehension of number sequences and identification. Participants are asked to write the number that follows after 45 and to choose the number 87 from a list of options. They were also shown pictures of different numbers of pencils and asked to write the corresponding numbers under each picture. Participants were also asked to select the proper number from a set based on a picture of the time 8:30. They were also given numbers in verbal form and instructed to write them in figures, and vice versa.

The Ordinal Numbers section tests participants' knowledge of the order and placement of things or people. They are asked to choose the proper ordinal number for 16 from a list of possibilities. Participants are also shown an image of a teacher and a group of youngsters and are asked to fill in the gaps for names and ordinal numbers in comments regarding their ordinal positions.

Personal Pronouns' section assesses participants' ability to utilize suitable pronouns in various settings. They were asked to complete phrases using the proper pronoun and to identify the correct pronoun based on pictures of people and animals.

The Family and Jobs section is designed to test participants' knowledge of family members and occupations. Participants are shown a tree diagram and instructed to fill in the blanks with family member words based on the photographs supplied. Similarly, students are given photos of various occupations and instructed to write the job that corresponded to each picture.

We chose this post-test to assess participants' improvement and the intervention's efficacy. We included a variety of question types that required participants to demonstrate their mastery of vocabulary, grammar, and conceptual knowledge. The activities were developed to give a full assessment of participants' linguistic abilities in the targeted areas, with results compared to the Pre-test to measure any gains or changes following the intervention.

3.4.2. Administration of the Tests

For the Pre-test, it was distributed to the students before the start of the experiment. We provided clear instructions to the participants regarding the purpose of the test, the time allocated for completion, and any specific guidelines or rules to follow. The participants were given the necessary materials, and were instructed to complete the test independently. The test was administered in a controlled environment to minimize distractions and maintain test integrity. The participants were encouraged to answer all the questions to the best of their abilities.

After the completion of the experiment, the post-test was distributed to the participants. Similar to the Pre-test, we provided clear instructions and guidelines for completing the post-test. They were instructed to independently complete the post-test, using their knowledge and skills acquired throughout the experiment.

During the administration of both tests, we were available to clarify any questions or uncertainties raised by the participants. However, no assistance or hints were provided that could potentially influence the students' responses or affect the validity of the test results.

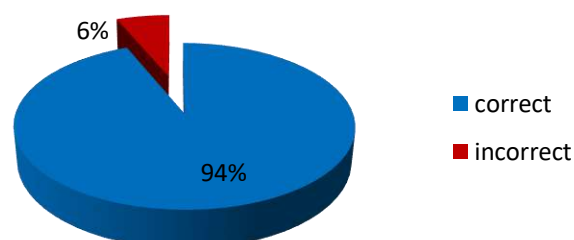
3.4.3. Analysis of the Results

3.4.3.1. Analysis of the Results of the Pre-test

Section One: Numbers

Question one: look at the following pictures and write the number below.

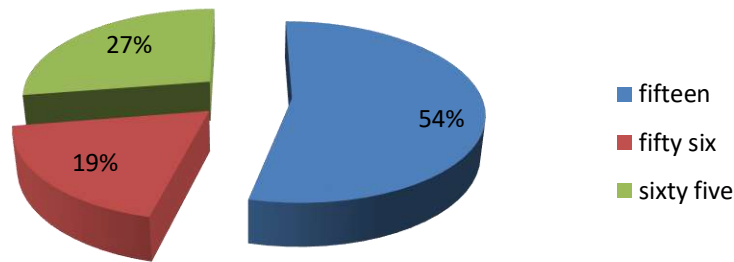
Figure 3. 1. Accuracy of Writing the Number after Counting Objects



From figure 3.1 we can see that out of the 80 students who the Pre-test was administered to, 75 students (94%) answered correctly, while 5 students (6%) answered incorrectly, which means that a majority of the students were able to accurately identify the number of apples in each picture, probably due to their prior education in kindergarten.

Question two: which of the following digits is number 56?

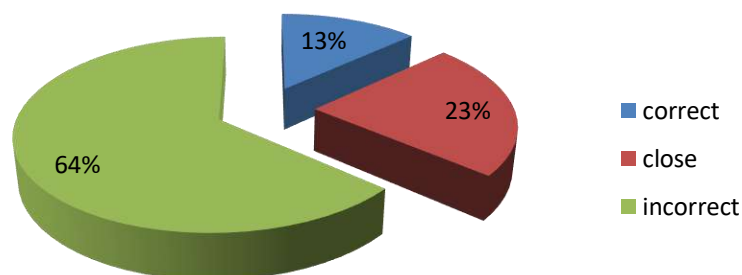
Figure 3. 2. Identification of Number 56



It can be seen from figure 3.2 that among the three provided options, the majority of students (54%) incorrectly chose “Fifteen” as the number 56, this indicates confusion between the two numbers, a smaller number of students (19%) correctly identified “Fifty-six” as the correct answer, while the rest (27%) chose “Sixty-five”, which suggests some confusion between the order of the digits.

Question three: write the number 29

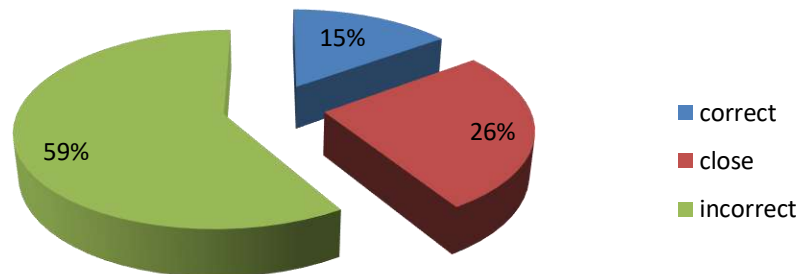
Figure 3. 3. Number 29 Representation



For this question, and based on the data presented in figure 3.3 only 10% of the students answered correctly, which indicates a lower level of accuracy in writing two-digit numbers. The majority of students (72%) provided incorrect answers, and 18% of the students had close answers, suggesting some difficulty in accurately representing the given number.

Question four: write the number 19

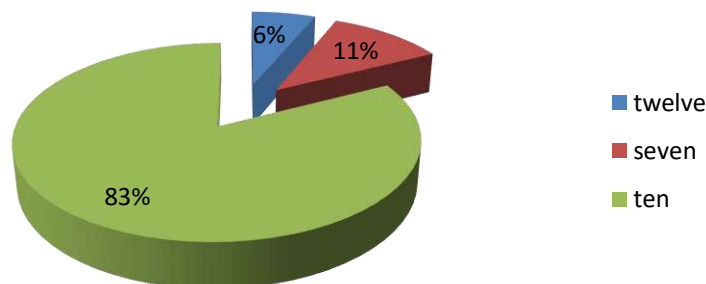
Figure 3. 4. Number 19 Representation



In this question, 15% of the students answered correctly, demonstrating a reasonable understanding of writing two-digit numbers. However, 26% of the students had close answers, indicating some confusion or errors in representing the given number. The majority of students (59%) provided incorrect answers, suggesting the need for further improvement in number representation (figure 3.4).

Question five: Tick the correct number: how many strawberries are there?

Figure 3. 5. Writing the Correct Number after Counting Strawberries



Among the three options, the majority of students (66) chose "Ten" as the correct answer, while 5 students chose "Twelve" and 9 students chose "Seven." The high number of students selecting the incorrect option indicates some difficulty in accurately counting the number of strawberries (figure 3.5).

Section Two: Ordinal Numbers

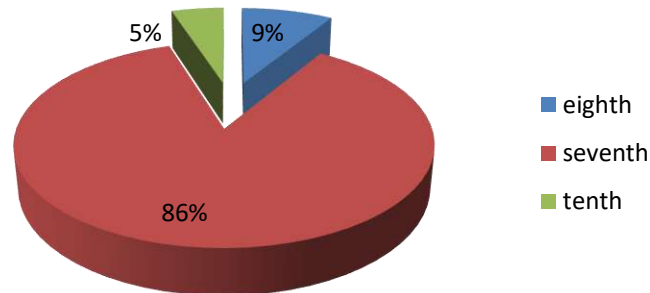
Question one: Look at the picture and write the ordinal number next to it

From the given picture of four students racing with an arrow pointing to the second racer before the finish line, only 3 students answered correctly while 77 students answered

incorrectly. This indicates that there is a lack of understanding or confusion among the majority of students in determining ordinal numbers based on visual representations.

Question two: Which of the following is the ordinal number for 7?

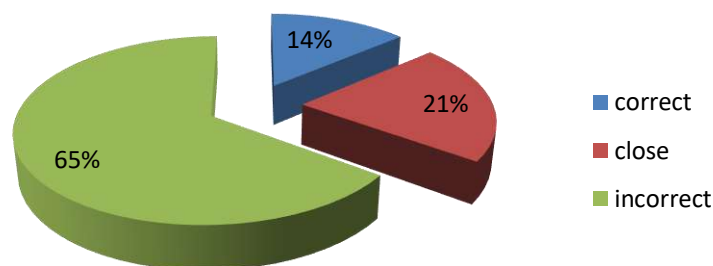
Figure 3. 6. Understanding of Ordinal Numbers for "7"



The question asking for the ordinal number for 7 resulted in 5% of the students selecting "Eighth," 86% of the students selecting "Seventh" (which is the correct answer), and 9% of the students selecting "Tenth." This indicates that a significant number of students possess a good understanding of ordinal numbers, as the majority correctly identified "Seventh" as the ordinal number for 7, as it can also be because the majority knew how to write the number seven and associated it with seventh as it is shown in figure 3.6.

Question two: Write the ordinal number 4th

Figure 3. 7. Accuracy in Writing the Ordinal Number "4th"



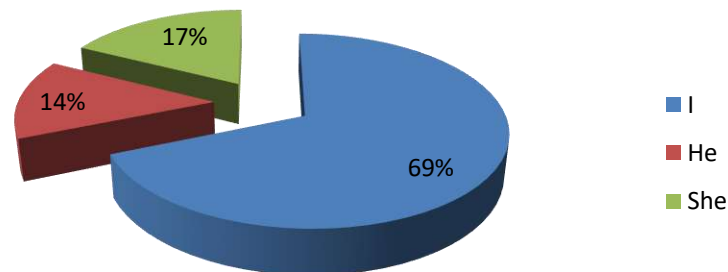
The question asking students to write the ordinal number "4th" resulted in 11 correct answers, 17 close answers, and 52 wrong answers. This suggests that some students demonstrated a clear understanding of how to write the ordinal number correctly, while others provided responses that were close but not entirely accurate (figure 3.7).

Overall, the data shows that students have various levels of comprehension and competency with ordinal numbers. To increase students' knowledge and accuracy in this area, some topics may require further reinforcement and explanation during the teaching process.

Section Three: Personal Pronouns

Question one: Which pronoun should you use to talk about yourself?

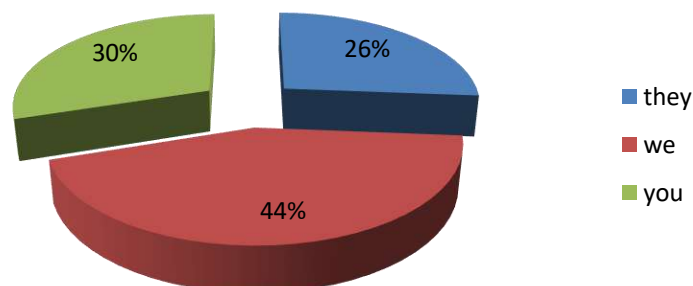
Figure 3. 8. Pronoun Usage to Refer to Oneself



The majority of the students (69%) correctly identified "I" as the pronoun used to talk about oneself. However, a notable number of students (31%) selected incorrect options of "He" and "She". This suggests that a portion of the students may have confusion or limited understanding of personal pronouns when referring to themselves (figure 3.8).

Question two: Which pronoun should you use to talk about a group of people?

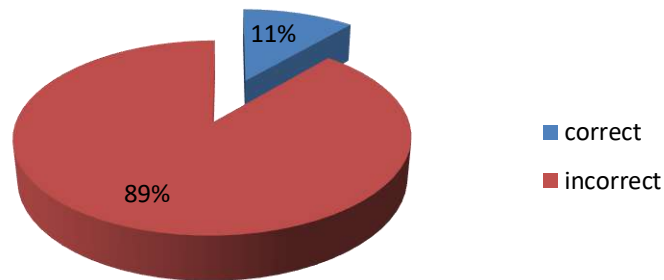
Figure 3. 9. Pronoun Usage to Refer to a Group



The correct answer "They" was chosen by 26% of the students as it appears in figure 3.9, indicating their understanding of the pronoun used to talk about a group of people. However, a considerable number of students selected incorrect options of "We" (44%) and "You" (30%). This suggests some confusion or uncertainty in identifying the appropriate pronoun for referring to a group.

Question three: Look at the picture and complete the sentence with the correct pronoun

Figure 3. 10. Application of Pronouns in Context



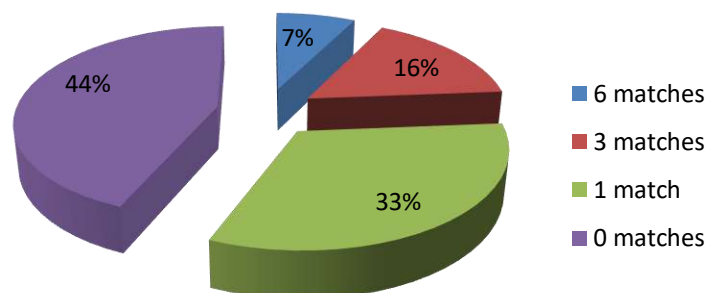
When presented with a picture of a girl and asked to complete the sentence with the correct pronoun, only 11% of the students provided the correct answer. This indicates that a majority of students struggled to apply their knowledge of pronouns in a specific context, possibly due to difficulties in connecting the visual cue with the appropriate pronoun (figure.3.10).

As a whole, the findings indicate that, while some students display a basic comprehension of personal pronouns, there is a need for more education and experience in accurately applying pronouns, particularly in context-specific scenarios.

Section Four: Family and Jobs

Question one: Look at the pictures and link the picture with the correct word (family members)

Figure 3. 11. Family Members Matching Task: Number of Correct Matches

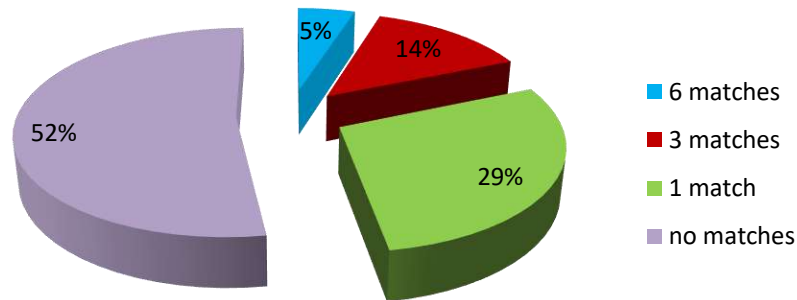


For the family members matching task and as it shows on figure 3.11, it can be observed that only a small percentage of students (7%) were able to correctly match all six pictures with their corresponding words. A larger number of students (16%) had only three correct matches, indicating a partial understanding of the family member vocabulary. Additionally, 33% of the students had only one correct match, suggesting some confusion or

uncertainty in their knowledge. The majority of students (44%) had no correct matches, indicating a lack of familiarity with the family member terms.

Question two: Look at the pictures and link the picture with the correct word (jobs)

Figure 3. 12. Job Matching Task: Number of Correct Matches



Similarly, for the job matching task, the results show a similar pattern. Only 5% of the students achieved full accuracy by correctly matching all six job pictures with their corresponding words. 14% of the students had three correct matches, demonstrating a partial understanding. A higher number of students (29%) had only one correct match, indicating some confusion or uncertainty. The largest group of students (52%) had no correct matches, indicating a limited understanding of the job vocabulary (figure 3.12).

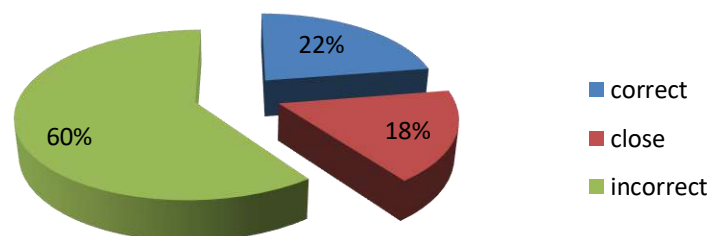
3.4.3.2. Analysis of the Results of the Post-test

A. Results of the post-test administered to the control group

Section One: Numbers

Question one: Write the number that comes after forty-five.

Figure 3. 13. Accuracy in Identifying the Number after Forty-five: Control Group

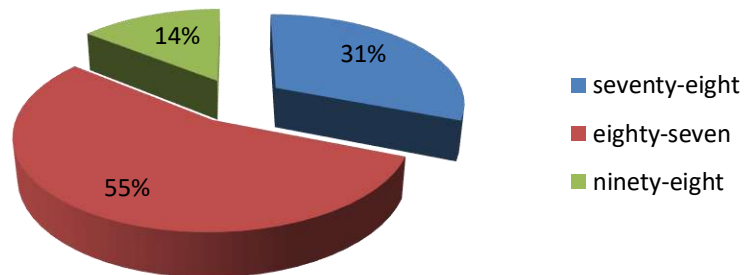


We may extrapolate from the data represented in figure 3.13 that 9 of 40 students in the control group (22%) correctly identified the number that comes after forty-five.

Furthermore, 7 students (18%) provided responses that are close enough to the correct answer, demonstrating some knowledge but not the exact solution. The majority of the control group, however, 24 students (60%), gave wrong answers. This implies that a sizable proportion of the control group struggled with the notion of identifying successive numbers.

Question two: Which of the following is the number 87?

Figure 3. 14. Identification of the Number 87: Control Group



- Thirteen students incorrectly chose "Seventy-eight" as the number 87.
- Twenty-three students correctly identified "Eighty-seven" as the number 87.
- Six students incorrectly chose "Ninety-eight" as the number 87.

The majority of students in the control group (55%) correctly recognized the number 87 as we can see in figure 3.14 below. There were, however, a considerable number of erroneous responses, with some students (31%) mistaking it for "seventy-eight" or just selecting the irrelevant option "ninety-eight" (14%). This suggests that there is space for development in two-digit number understanding and recognition.

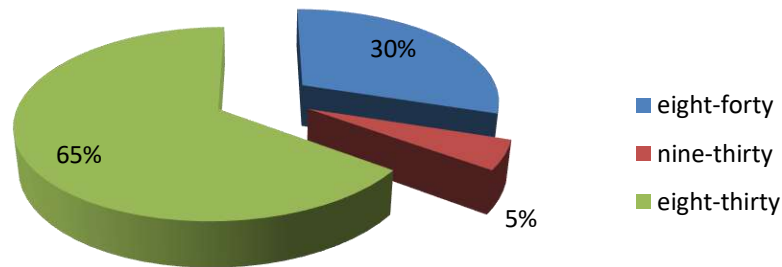
Question three: Look at the pictures and write the number below

- The first picture received 38 correct answers and 2 wrong answers.
- The second picture received 40 correct answers.
- The third picture received 39 correct answers and 1 wrong answer.

The control group did well in recognizing the number of pencils in the provided images. With just a few exceptions, the majority of pupils accurately numbered the pencils in each image. This shows that the control group understands numbers well and can correctly identify quantities conveyed by visual cues.

Question four: tick the correct number.

Figure 3. 15. Accuracy of Number Recognition in the Control Group

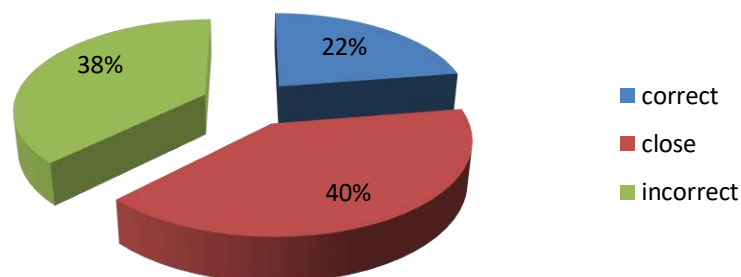


- Twelve students chose "Eight-forty" as an answer.
- Two students chose "Nine-thirty" as an answer.
- Twenty-six students chose "Eight-thirty" as an answer, which is indeed the correct answer.

The majority (65%) of those in the control group correctly identified "eight-thirty" as the right number. There were several inaccurate replies (35%), with pupils selecting "eight-forty" or "nine-thirty" which could be out of confusion since they're close enough answers, this suggests that, while the control group understands numbers in general, there is still some misunderstanding or inaccuracy when it comes to interpreting and identifying specific numerical representations.

Question five: Write the numbers in figures

Figure 3. 16. Accuracy of Number Writing in Figures - Control Group



From the data represented in figure 3.16 that are the all the 120 answers we have gathered for the 3 questions that compose this question item, we can see that the control group was found to have a modest level of ability in writing numbers in figures. While there were nine accurate answers (22%), demonstrating some grasp of number representation, there were

also sixteen near responses (40%) and fifteen incorrect answers (38%), indicating some uncertainty or inaccuracy in expressing the numbers. The results show that there is still room for development and practice in correctly displaying numbers in figures.

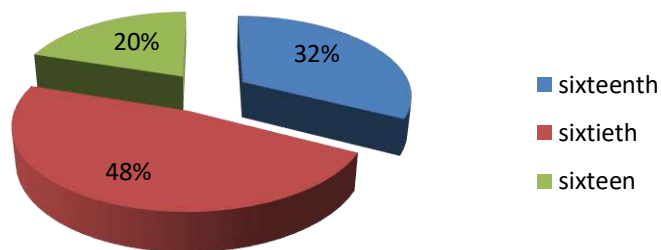
Question six: Write the numbers in words

Based on the responses, it is clear that the control group had a limited comprehension of writing numbers in words. While some students replied right for each number (8 students for 13, 6 students for 41, and 7 students for 99), the majority of pupils answered incorrectly. This shows that the control group had difficulty correctly transforming the provided numbers into written word forms.

Section Two: Ordinal Numbers

Question one: Which of the following is the ordinal number for 16?

Figure 3. 17. Control Group: Identification of Ordinal Number for 16



Out of the 40 students in the control group:

- 13 students (32%) correctly identified "Sixteenth" as the ordinal number for 16.
- 19 students (48%) incorrectly chose "Sixtieth" as the ordinal number for 16.
- 8 students (20%) mistakenly selected "Sixteen" as the ordinal number for 16.

According to answers to this question that are represented in the figure above, we can see that a substantial percentage of the control group (48%) showed difficulties in recognizing the proper ordinal number for 16, with a significant proportion (20%) picking the wrong response "Sixteen", and with only 32% of the students answering correctly.

Question two: look at the picture and complete

Out of the 40 students in the control group:

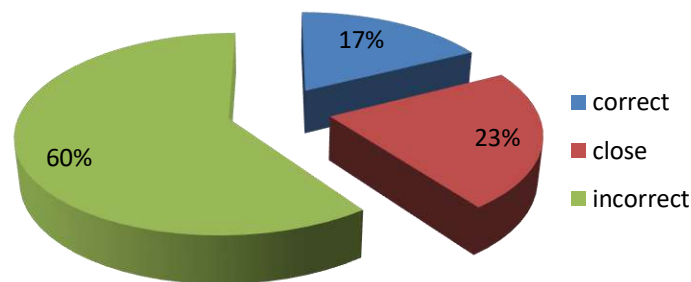
- Maria is first (1st) (given answer)

- Adam is (3 students answered correctly and 37 students answered incorrectly)
- Laila is (2 students answered correctly and 38 students answered incorrectly)
- Amine is fourth (4th) (given answer)
- Islam is (9 students answered correctly and 31 students answered incorrectly)
- Houda is (8 students answered correctly and 32 students answered incorrectly)

Based on the replies, it are able to determine that the control group had some difficulty properly recognizing the ordinal positions of persons in the given scenario. While a few students accurately identified the ordinal ranks of certain individuals, a large number of students submitted wrong answers. This indicates a lack of understanding or uncertainty about ordinal numbers and their use.

Question three: Write the ordinal number for 10.

Figure 3. 18. Analysis of Responses for 'Write the Ordinal Number for 10' in the Control Group



According to the analysis of the responses to the question represented in figure 3.18, 17% of the students supplied the correct answer, 23% of the control group students provided nearly correct answers and 60% of the students answered incorrectly. This implies that a small percentage of the control group understood ordinal numbers since they correctly identified the ordinal position of 10. However, a large proportion of students reported inaccurate or imprecise responses, indicating uncertainty or difficulties in identifying ordinal numbers effectively.

Section Three: Personal Pronouns

Question one: Write the correct pronoun for each sentence.

- "___ is my sister." The pronoun "She" was appropriately chosen by the majority of students (28%) to complete the sentence. However, a large proportion of pupils (72%)

used the wrong pronoun "We." This shows that students may be confused about the proper usage of personal pronouns when referring to persons.

- "___ are my friends." Only a few students (33%) properly selected the pronoun "They" to complete the phrase, showing that the majority of students (67%) incorrectly selected the pronoun "He." This shows a misunderstanding or confusion about which pronoun should be used when referring to a group of individuals.
- "I love ___." - The pronoun "You" was appropriately chosen by the majority of students (80%) to finish the sentence. However, a small proportion of students (20%) selected the wrong pronoun "She." This indicates a reasonable awareness of how to use the right pronoun when referring to the second person singular, and it can also be due to the familiarity of the sentence "I love you" and the frequency of which it is used in society.

Question two: Look at the pictures and tick the correct personal pronoun

- First picture: The majority of students (80%) correctly identified the personal pronoun "she" to refer to the girl in the picture. However, there were a small number of students (12%) who incorrectly chose the pronoun "we," indicating some confusion in selecting the appropriate pronoun.
- Second picture: The majority of students (58%) correctly identified the personal pronoun "it" to refer to the cat in the picture. However, there were a few students (24%) who incorrectly chose the pronoun "she," and 18% of them wrongfully choosing "he", suggesting some confusion in using the correct pronoun for non-human objects or animals.
- Third picture: The majority of students (67%) correctly identified the personal pronoun "they" to refer to the group of friends in the picture. However, there were a few students (28%) who incorrectly chose the pronoun "we," indicating a misunderstanding or confusion in distinguishing between "we" and "they" when referring to a group of people. And a minority (5%) chose "he" to represent the group of people.

Section Four: Family and Jobs

Question one: Fill in the spaces in the next picture with: father, mother, grandfather, grandmother, brother, sister.

- 6 students were able to correctly fill in all 6 spaces, indicating a strong understanding of family relationships and the corresponding terms.
- 13 students were able to correctly fill in 3 spaces, showing some understanding but with room for improvement.
- 17 students were only able to correctly fill in 1 space, suggesting a limited understanding of family relationships and terms.
- 7 students were not able to fill in any spaces correctly, indicating a lack of understanding or knowledge of family relationships and terms.

From the analysis of the answers above we can safely tell that a fair enough amount of students in the control group struggles with identifying and labeling family members in the given family tree.

Question two: Fill in the spaces in the next pictures with the following jobs: teacher, nurse, farmer, lawyer, policeman.

- 5 students were able to correctly identify all 6 jobs, demonstrating a strong understanding of different occupations.
- 10 students were able to correctly identify 4 jobs, showing a good level of knowledge but with some room for improvement.
- 14 students were only able to correctly identify 2 jobs, indicating a limited understanding of occupations.
- 11 students were only able to correctly identify 1 job, suggesting a lack of familiarity with various occupations.

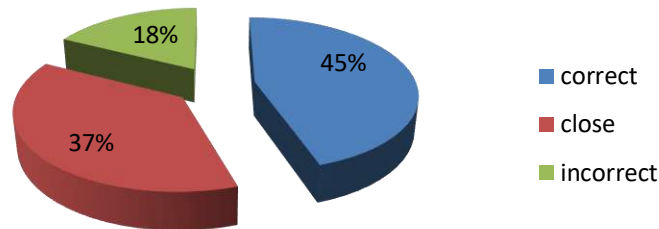
From analyzing the answers above, we can safely say that a big portion of the students in the control group still struggled with recognizing and labeling the different occupations and showing no remarkable improvement from the Pre-test.

B. Results of the post-test administered to the experimental group

Section One: Numbers

Question one: Write the number that comes after forty-five.

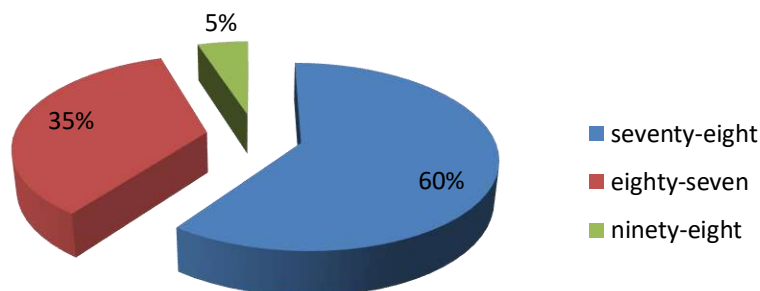
Figure 3. 19. Accuracy of Identifying Numbers after Forty-Five in the Experimental Group



From the analysis of the answers depicted in figure 3.19 above, we can see that the majority of the students from the experimental group (45%) was able to correctly write down the number that came after forty-five, and quite a large percentage (39%) had close answers to the correct answer, while the answers were almost all technically correct, the mistakes they made were of spelling mostly, 18% of the students on the other hand provided incorrect answers, which means that while many students who have a good numerical sequencing, there is still a portion of the group that need more work.

Question two: Which of the following is the number 87?

Figure 3. 20. Identification of Number 87: Experimental Group



From the data represented in figure 3.20, it is clear that the vast majority of the students (60%) in the experimental group correctly identified that the number 87 is represented by “eighty-seven”, a smaller percentage (35%) chose “seventy-eight” as an

answer to the question which could've been out of confusion since the two-digit numbers resemble a little bit and had a little trouble differentiating them, and a very small percentage of 5% chose “ninety-eight” as an answer, which means that the students have a good grasp on two-digit numbers.

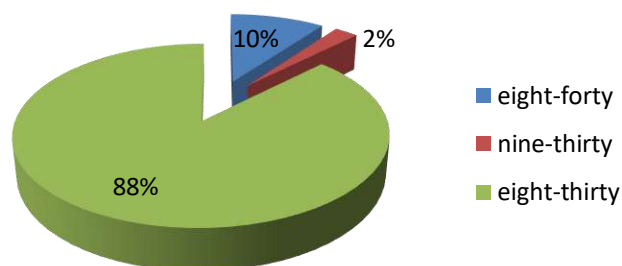
Question three: Look at the pictures and write the number below

- In the first image, all 40 students properly replied, suggesting a strong grasp of the related number.
- Similarly, all 40 students in the second picture supplied the right answer, exhibiting consistent awareness of the represented number.
- In the third picture, 39 students properly replied, while 1 student incorrectly answered. This indicates that the majority of students correctly identified the number, although one student may have had some misunderstanding or trouble.

The analysis of the responses above show that the experimental group does exceptionally well in detecting numerals represented by pencil images, with a high proportion of accurate answers. The appearance of an inaccurate response in the third image, on the other hand, shows the likelihood of individual differences in comprehension or gaps in attention.

Question four: Tick the correct number

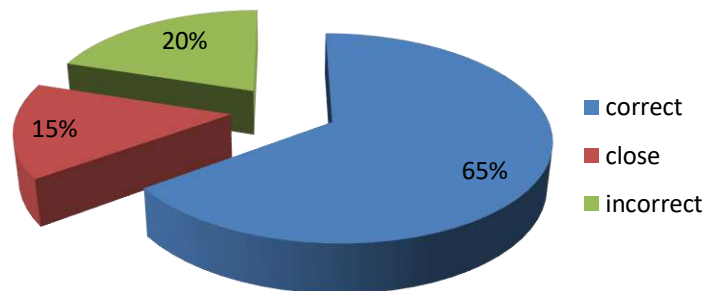
Figure 3. 21. Recognition of Numbers in the Experimental Group



From the analysis of the results represented in figure 3.21 we can see that the majority of students (88%) in the experimental group chose the correct answer, which means that they can easily recognize numbers in figures and link them directly to their written form, and not just rely on the time displayed on the clock. However, the presence of incorrect responses suggests the possibility of some confusion or distractions among a small subset of students. Furthermore, it is safe to say that this group's performance in recognizing numbers based on the given options was largely accurate, with the majority selecting the correct answer.

Question five: Write the numbers in figures

Figure 3. 22. Accuracy of Writing Numbers in Figures: Experimental Group



From the data represented in figure 3.22 that are all the 120 answers we have gathered for the 3 questions that compose this question item, we can see that the majority of students (65%) have provided correct answers to all of the questions, which means that the students have a relatively good understanding of representing numbers in figure, however, 35% of the students were not that successful in providing the correct answers, and provided either close answers to the correct ones or incorrect ones all together, suggesting that there might be some confusion with writing two-digit and larger numbers correctly.

Question six: Write the numbers in words

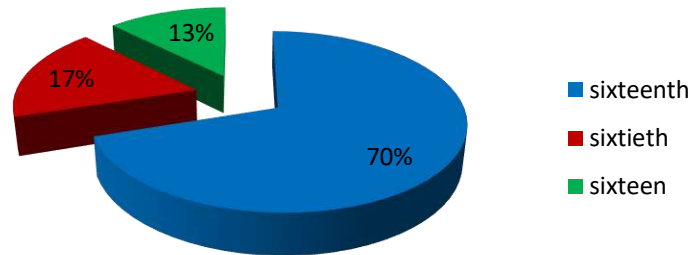
- **13:** 27 students provided correct answers, 13 provided wrong answers
- **41:** 31 students provided correct answers, 9 provided wrong answers
- **99:** 29 students provided correct answers, 11 provided wrong answers

Based on the results, the experimental group demonstrated various levels of aptitude in writing numbers in English. The majority of pupils correctly answered all three numbers, suggesting a strong grasp of number word representation. However, there were quite a few incorrect responses, indicating some misunderstanding or lack of knowledge in this area.

Section Two: ordinal Numbers

Question one: Which of the following is the ordinal number for 16?

Figure 3. 23. Accuracy of Identifying the Ordinal Number for 16: Experimental Group



From the answers provided in the post-test and represented in figure 3.23, we can see that the experimental group's majority (70%) correctly recognized "sixteenth" as the appropriate ordinal number for 16. However, a significant percentage of pupils (30%) gave wrong responses, with some mistaking "sixtieth" and "sixteen" as the ordinal numbers for 16. This indicates that, while the majority of students displayed a comprehension of ordinal numbers, a sizable fraction nevertheless struggled with their application in this context.

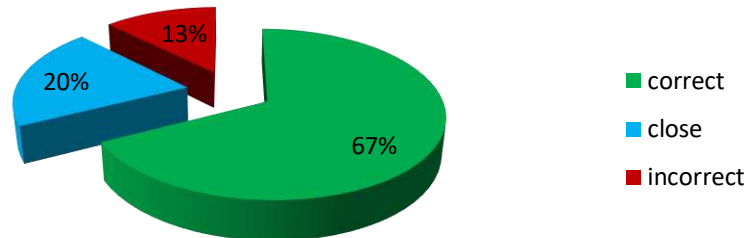
Question two: Look at the picture and complete

- Adam's position: Out of 40 students, 26 answered correctly and 14 answered incorrectly. This suggests that a majority of the students were able to correctly identify Adam's position.
- Laila's position: Out of 40 students, 25 answered correctly and 15 answered incorrectly. Similar to Adam's position, a majority of the students were able to correctly identify Laila's position.
- Islam's position: Out of 40 students, 38 answered correctly and 2 answered incorrectly. The high number of correct answers indicates that most students accurately identified Islam's position.
- Houda's position: Out of 40 students, 36 answered correctly and 4 answered incorrectly. Again, a majority of the students correctly identified Houda's position.

From the analysis of the answers of this group, we can say that the experimental group displayed a strong grasp of the ordinal positions of the persons in the presented image. The majority of pupils correctly identified Adam, Laila, Islam, and Houda's positions.

Question three: Write the ordinal number for 10

Figure 3. 24. Performance of Experimental Group in Writing the Ordinal Number 10



From the figure above that is a representation of the responses of the students' on the question item, we can tell that the majority of the experimental group (67%) correctly identified the ordinal number for 10. However there were a few instances of close answers (20%) which were mainly due to spelling mistakes and confusion, and some incorrect answers altogether (13%) that are considered a minority.

Section Three: Personal Pronouns

Question one: Write the correct pronoun for each sentence

- For the sentence "___ is my sister," the majority of students (90%) correctly chose "She" as the pronoun. This indicates a good understanding of using the appropriate pronoun to refer to a female person.
- For the sentence "___ are my friends," the majority of students (83%) correctly chose "They" as the pronoun. This demonstrates an understanding of using the plural pronoun to refer to a group of people.
- For the sentence "I love ___," 100% of students correctly chose "you" as the pronoun. This shows an understanding of using the pronoun "you" to refer to the person being addressed or spoken to.

Question two: Look at the pictures and tick the correct personal pronoun

- First picture: The majority of students (88%) correctly chose "she" as the personal pronoun to refer to the girl in the picture. This indicates an understanding of using the appropriate pronoun to refer to a female person.

- Second picture: The majority of students (83%) correctly chose "it" as the personal pronoun to refer to the cat in the picture. This demonstrates an understanding of using the pronoun "it" for animals or objects.
- Third picture: The majority of students (78%) correctly chose "they" as the personal pronoun to refer to the group of kids in the picture and the rest of the students chose "we" which could be a positive sign since it is a reference to a group of persons too including oneself. This shows an understanding of using the plural pronoun "they" for multiple individuals.

Based on the analysis of the answers provided above, we can see that the experimental group did very well in picking proper personal pronouns based on the provided images. They demonstrated a solid awareness of how to use different pronouns depending on the gender and number of subjects.

Section Four: Family and Jobs

Question one: Fill in the spaces in the next picture with: father, mother, grandfather, grandmother, brother sister

- 63% of the students in the experimental group were able to correctly fill all 6 spaces with the appropriate family relationship names. This indicates a strong understanding and recognition of family relationships among these students.
- 25% of the students were able to correctly fill 4 spaces, indicating a good understanding of most family relationships, but with some minor errors or uncertainties.
- 8% of the students were able to correctly fill 3 spaces, indicating a partial understanding of family relationships but with some confusion or mistakes.
- 5% of the students were only able to correctly fill 2 spaces, suggesting a limited understanding of family relationships.

Overall, the experimental group displayed a satisfactory comprehension of family members, with a substantial percentage demonstrating a high degree of competency. A really small percentage of students, however, were unable to accurately identify and fill in all of the blanks, indicating a need for more reinforcement and clarity in their knowledge of familial members.

Question two: Fill in the spaces in the next pictures with the following jobs: teacher, nurse, farmer, lawyer, policeman

- 55% of the students were able to correctly match all 6 job titles with the corresponding occupation pictures. This indicates a strong understanding and recognition of different occupations among these students.
- 40% of the students were able to correctly match 3 job titles, indicating a moderate understanding of some occupations but with some difficulty in identifying others.
- 13% of the students were able to correctly match 2 job titles, suggesting a limited understanding of occupations and some confusion in identifying the correct matches.
- 13% of the students were only able to correctly match 1 job title, indicating a minimal understanding of occupations and difficulty in making accurate associations.

Overall, the majority of the experimental group displayed a satisfactory understanding of various occupations, with many of them demonstrating a high degree of proficiency in properly matching the job descriptions. Some students, however, failed to establish proper linkages, indicating a need for more reinforcement and clarity in their understanding of diverse jobs.

3.4.4. Discussion of the Results

- **Section One:**

We can see a few similarities and differences in their performance based on the results of the post-test administered to both the control group and the experimental group in the first section on Numbers.

The experimental group had a larger percentage of right answers (45%) than the control group (22%) in question item one, which required writing the number that comes after forty-five. Furthermore, a higher proportion of the experimental group (39%) delivered close responses, indicating a strong grasp of number sequencing. However, both groups had a percentage of wrong responses, showing that some students' numerical sequencing skills may be improved.

The experimental group outperformed the control group on question item two, which inquired about identifying the number 87. The majority of the experimental group (60%) correctly selected "eighty-seven" as the number, but just 23% of students in the control group

did. This indicates that the experimental group performed better in two-digit number recognition.

In question three, which entailed counting the number of pencils in images, both the control and experimental groups performed admirably. The majority of students in both groups correctly identified the quantities represented by the pictures, suggesting a strong mastery of number identification and counting.

The experimental group outperformed the control group on question item four, which required picking the proper number. 88% of the experimental group chose the correct response, whereas 65% of the control group chose the correct choice. This implies that the experimental group was better at recognizing numbers based on visual clues.

Both groups demonstrated an opportunity for improvement in question item five, which entailed writing numbers in figures. The control group had 22% correct answers, whereas the experimental group received 65% correct answers. However, a large proportion of pupils in both groups produced either near or wrong responses, indicating that more experience in effectively expressing numbers in figures is required.

Both groups struggled to some amount with question item six, which required them to write numbers in English. While some students in both groups replied properly, a majority of them did not, showing a problem with converting numbers into written word forms.

Overall, the experimental group performed better in several areas, such as recognizing numbers based on visual cues and identifying two-digit numbers. Both groups, however, showed areas that need more focus and improvement, such as correctly depicting numbers in figures and writing numbers in words.

- **Section Two:**

For the second section which is about ordinal numbers, the difference between the control and experimental group can be seen very clearly.

The experimental group surpassed the control group on question item one, which asked for the ordinal number of 16. The majority of the experimental group (70%) correctly recognized "sixteenth" as the right ordinal number for 16, but only 32% of students in the control group did. This shows that the experimental group understood ordinal numbers better in this situation.

The experimental group also topped the control group in question item two, which entailed completing sentences based on a supplied picture. The majority of students in the experimental group correctly recognized Adam, Laila, Islam, and Houda's ordinal places in the image. In contrast, a large percentage of students in the control group provided erroneous responses, demonstrating a lack of comprehension or confusion about ordinal positions.

The experimental group triumphed over the control group on question item three, which required them to write the ordinal number for ten. 65% of the experimental group correctly recognized the ordinal number, but just 17% of the control group did. However, students in both groups provided close or wrong responses, indicating some amount of difficulty in grasping ordinal numbers.

Overall, the experimental group outperformed the control group in terms of performance and grasp of ordinal numbers. They had a larger percentage of accurate answers and a better understanding of ordinal locations. This shows that the experimental group's usage of classroom songs to improve English vocabulary may have improved their knowledge and application of ordinal numbers.

The findings suggest that using classroom songs as a teaching approach might improve students' knowledge and memory of ordinal numbers. The engaging and collaborative character of songs may have helped students learn and apply topics more properly. It is worthwhile to explore using comparable instructional strategies in future teaching practices to improve students' grasp of ordinal numbers and other language areas.

- **Section Three:**

In the control group, the analysis revealed some areas of difficulty and confusion among the students regarding the section about personal pronouns.

The results of the Pre-test, which was given to both the control and experimental groups, provide useful information on the students' understanding and use of personal pronouns. Students in the control group got standard education, whereas students in the experimental group were exposed to classroom songs as a method of improving their English vocabulary.

In the Pre-test, both the control and experimental groups struggled to accurately identify and use personal pronouns. When asked to talk about them, a large number of pupils in both groups chose incorrect pronouns such as "He" and "She" instead of the right pronoun

"I." This indicates a widespread misunderstanding or lack of clarity about personal pronouns when referring to oneself. Similarly, when asked to refer to a group of individuals, a significant proportion of students in both groups used the wrong pronoun "We" rather than the right pronoun "They." This suggests that students from both groups are unsure about using the correct pronoun for a group.

The post-test findings, on the other hand, demonstrate a significant increase in the performance of the experimental group, which was exposed to classroom songs as a strategy to improve English vocabulary. When compared to the control group, the experimental group had a larger percentage of students who properly recognized and utilized personal pronouns. In question item one, a higher percentage of students (90%) correctly identified the pronoun "She" to refer to a sister, showcasing a solid understanding of using the appropriate pronoun for a female person. Similarly, for the question about a group of friends, a majority of students (83%) correctly chose "They" as the pronoun, demonstrating a clear grasp of using plural pronouns for multiple individuals. Additionally, 100% of the experimental group correctly selected the pronoun "you" for the sentence "I love ____," indicating a strong understanding of using the pronoun to address the person being spoken to.

The Pre-test results show that both the control and experimental groups struggled to understand and use personal pronouns. However, the experimental group, which got training augmented with classroom songs, performed better on the post-test. This implies that using songs effectively helped the experimental group's acquisition and use of personal pronouns. Incorporating classroom songs into English language instruction can promote language acquisition and competence by creating a more engaging and dynamic atmosphere.

- **Section Four:**

The results from the experimental group in the Family and Jobs section show that utilizing classroom songs to improve English vocabulary has a beneficial impact. When compared to the control group, the pupils displayed a better comprehension and recognition of family members and work titles. Filling in the gaps and matching photos appear to have effectively engaged pupils and aided their vocabulary development.

The majority of the experimental group students successfully identified and labeled the family members in the supplied picture during the family members assignment. This implies that the use of songs and interactive activities aided children in developing a firm

comprehension of family concepts. However, other pupils struggled with the idea, emphasizing the importance of continual practice and reinforcement.

In the job task, the experimental group students demonstrated a decent comprehension of various occupations, with a considerable majority correctly matching job descriptions with the related photos. This shows that the classroom songs and interactive activities helped them increase their vocabulary in the job area. Nonetheless, several students had difficulty identifying and associating specific job titles, indicating the need for more guidance and reinforcement.

Overall, the findings indicate that using classroom songs as a teaching strategy to improve English vocabulary for first-year students at Korichi Abd El Kader middle school had excellent effects. The interactive element of the exercises appears to have increased student involvement and comprehension, which resulted in better performance when recognizing family members and job descriptions.

It is crucial to highlight, however, that despite the favorable results seen in the experimental group, there is still potential for development. Some students struggled with family members and work vocabulary, showing the need for continued reinforcement and practice.

To sum up the findings of this discussion, the study examined how employing classroom songs as a teaching approach helped first-year students at Korichi Abd El Kader Middle School increase their English vocabulary. The results revealed that the experimental group outperformed the control group in different vocabulary categories after receiving lessons reinforced with classroom songs. According to the findings, including classroom songs in English language training can help students improve their vocabulary acquisition and understanding. Songs' participatory and engaging nature aids learning and increases performance. To address areas of difficulty and ensure a thorough knowledge of vocabulary concepts, ongoing reinforcement, and focused help are advised.

3.5. Students' Questionnaire

The student's questionnaire aimed to gather feedback from the participants regarding their experiences with the classroom songs and their perception of its impact on their English vocabulary learning.

3.5.1. Description of the Questionnaire

The questionnaire is divided into three components and is intended to examine students' current attitudes, levels of engagement, and reported development in vocabulary knowledge through the use of classroom songs. It includes both closed-ended and open-ended questions, providing for a thorough grasp of the students' points of view.

Section 1: General Information

Students are requested to submit basic demographic information in this part, such as their gender, age, and self-assessed English skill level. They are also questioned if they listen to songs to learn English.

Section 2: Classroom Songs

This section focuses on the kids' classroom songs experiences and perspectives. Questions probe their enjoyment of the songs, their comprehension of the lyrics, their confidence in speaking English after listening to the songs, the tempo of the songs, the influence on their pronunciation, and the possible benefits of employing songs for language acquisition.

Section 3: Vocabulary Enhancement

The last section investigates students' reported improvements in vocabulary understanding as a result of using classroom songs. Questions probe their opinion on using songs to learn new vocabulary and grammar structures, the level of challenge they face, their ability to remember new vocabulary words, their preference for classroom songs over other vocabulary learning methods, and their suggestions for future improvement.

The questionnaire aims to collect both quantitative and qualitative data by using a combination of closed-ended and open-ended questions, providing a comprehensive understanding of the students' opinions, engagement, and perceived learning outcomes related to the use of classroom songs for English vocabulary enhancement.

3.5.2. Administration of the Questionnaire

Following the completion of the study, the questionnaire was only given to the experimental group. The questionnaire was handed out by distributing a printed copy to each student in the group. Students were given plenty of time to complete the questionnaire at their own leisure.

To protect their privacy and promote honest responses, students were promised that their comments would be kept secret and utilized exclusively for the purpose of the dissertation. It was stressed that their involvement was entirely voluntary and would have no bearing on their academic standing or future possibilities. The questionnaire was administered in an atmosphere that allowed for attention and privacy. Students were advised to carefully study the instructions and respond by placing a cross (X) next to their preferred answers. To improve the data's authenticity, students were urged to respond honestly and intelligently, reflecting their true ideas and experiences. The open-ended questions allowed students to express themselves in their own terms, resulting in more qualitative insights.

Students were instructed to submit the completed questionnaire to the designated collecting site. Measures were taken to protect the respondents' anonymity, such as not putting any identifying information on the questionnaire itself.

The purpose of administering the questionnaire to the experimental group was to collect important data on the students' perceptions and experiences about the effectiveness of classroom songs in improving their English vocabulary.

3.5.3. Analysis of the Results

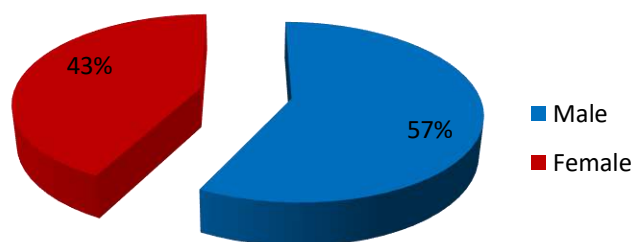
Section One: General Information

Question one: Would you please specify your gender.

Table 3. 1. Gender Distribution of Participants

Options	Frequency	Percentage
Male	23	57%
Female	17	43%
Total	40	100%

Figure 3. 25. Gender Distribution of Participants



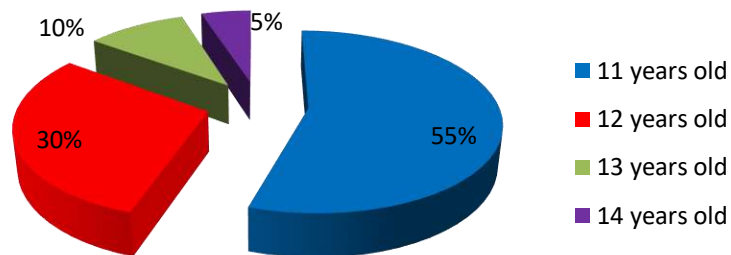
As it can be seen from the responses illustrated in table 3.1 and figure 3.25 above, the majority of participants in the study are male, constituting approximately 57% of the total sample, while female participants made up approximately 43% of the sample.

Question two: How old are you?

Table 3. 2. Age Distribution of Participants

Options	Frequency	Percentage
11 years old	22	55%
12 years old	12	30%
13 years old	4	10%
14 years old	2	5%
Total	40	100%

Figure 3. 26. Age Distribution of Participants



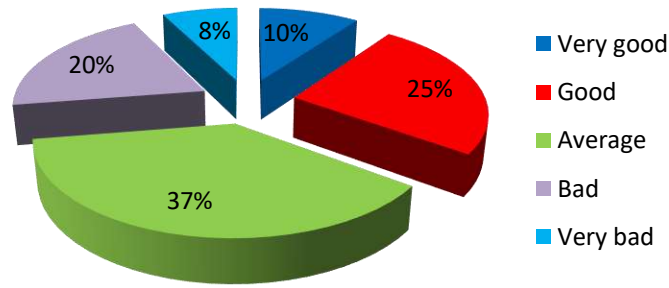
The majority of participants were 11 years old, accounting for approximately 55% of the total sample. The remaining age groups were less represented, with 12-year-olds comprising approximately 30%, 13-year-olds approximately 10%, and 14-year-olds approximately 5% of the sample as it can be seen from table 3.2 and figure 3.26.

Question three: How is your English level?

Table 3. 3. English Level Distribution of Participants

Options	Frequency	Percentage
Very good	4	10%
Good	10	25%
Average	15	37%
Bad	8	20%
Very bad	3	8%
Total	40	100%

Figure 3. 27. English Level Distribution of Participants



The majority of participants rated their English level as "Average," accounting for approximately 37% of the total sample. The next most common rating was "Good," comprising approximately 25% of the sample. Participants who rated their English level as "Bad" or "Very bad" represented a smaller proportion of the sample, with approximately 20% and 8% respectively and with a minority of 10% saying that their English level is very good as it can be seen in table 3.3 and the figure above.

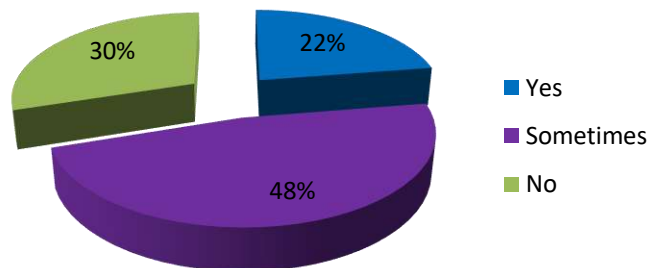
Question four: Do you listen to songs to learn the English language?

Based on the responses presented in table 3.4 and figure 3.28, it can be deduced that a significant proportion of participants (70%) either listen to songs or occasionally listen to songs for learning English. However, a considerable number of participants (30%) do not utilize songs as a learning tool.

Table 3. 4. Participants' Listening Habits for Learning English

Options	Frequency	Percentage
Yes	9	22%
Sometimes	19	48%
No	12	30%
Total	40	100%

Figure 3. 28. Participants' Listening Habits for Learning English



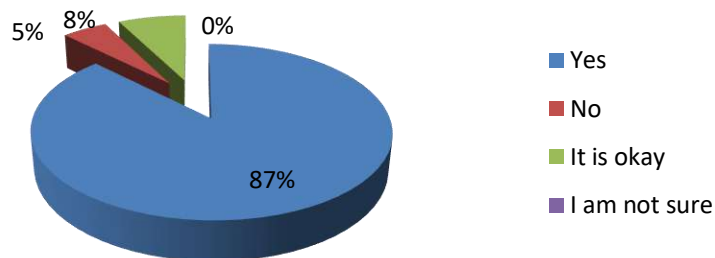
Section Two: Classroom Songs

Question one: Do you enjoy listening to the classroom songs in English?

Table 3. 5. Participants' Enjoyment of Classroom Songs

Options	Frequency	Percentage
Yes	35	87%
No	02	5%
It is okay	03	8%
I am not sure	0	0%
Total	40	100%

Figure 3. 29. Participants' Enjoyment of Classroom Songs



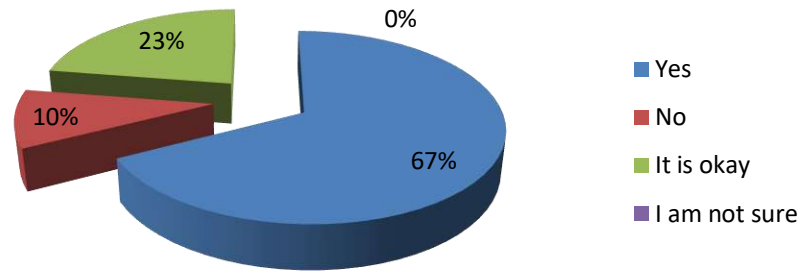
Based on the responses that are shown in table 3.5 and the figure above, it can be deduced that a majority of participants (95%) enjoy listening to the classroom songs in English. The positive response indicates a high level of engagement and interest in the songs as a learning tool. And the minority (5%) who answered with no, suggests that some students may have some personal reasons not to enjoy the classroom songs.

Question two: Do you find the classroom songs easy to understand?

Table 3. 6. Participants' Understanding of Classroom Songs

Options	Frequency	Percentage
Yes	27	10%
No	4	25%
It is okay	9	37%
I am not sure	0	20%
Total	40	100%

Figure 3. 30. Participants' Understanding of Classroom Songs



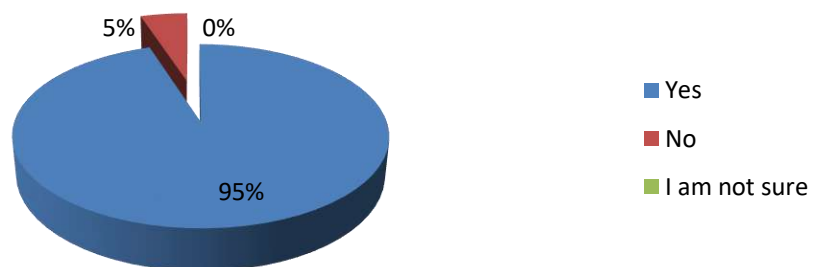
Based on the responses depicted in table 3.6 and the figure above, it can be deduced that a majority of participants (90%) find the classroom songs easy to understand, which suggests that the songs are effectively conveying the content and language used in the classroom, and that the songs are appropriately designed and structured to allow the students to understand the lyrics and meaning easily. However, there is a small percentage of participants (10%) who find the songs somewhat challenging to comprehend, meaning that there may be room for improvements in term of clarity or linguistic complexity in certain songs.

Question three: Would you like to listen to more classroom songs in English in the future?

Table 3. 7. Students' Willingness to Listen to More Classroom Songs in English

Options	Frequency	Percentage
Yes	38	95%
No	2	5%
I am not sure	0	0%
Total	40	100%

Figure 3. 31. Students' Willingness to Listen to More Classroom Songs in English



As it is shown in table 3.7 and the figure above, 95% of the participants expressed a positive desire to listen to more classroom songs in English, meaning that they have a strong preference for this teaching approach, as it also means that the majority of students find value

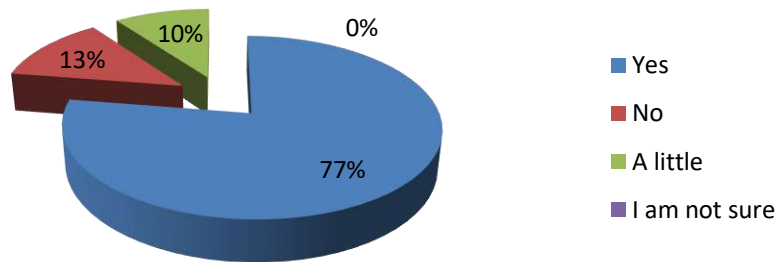
and enjoyment in using songs as a learning tool, the 5% who expressed no desire to listen to English classroom songs in the future, suggests that they are uncertain or lack a definite opinion.

Question four: Do you feel more confident when you speak English after listening to the classroom songs?

Table 3. 8. Confidence Level Improvement after Listening to Classroom Songs

Options	Frequency	Percentage
Yes	31	77%
No	5	13%
A little	4	10%
I am not sure	0	0%
Total	40	100%

Figure 3. 32. Confidence Level Improvement after Listening to Classroom Songs



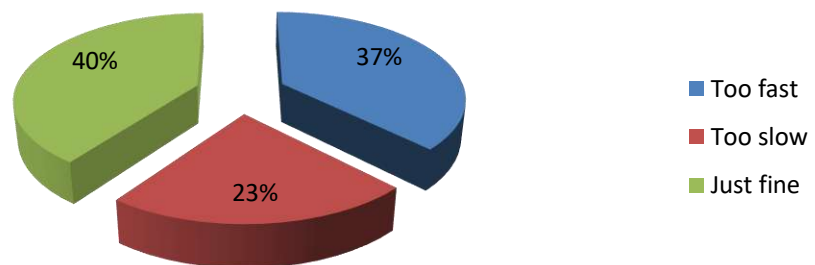
Based on the responses illustrated in the figure above and in table 3.8, we can see that the majority of the students (77%) feel more confident when they speak English after listening to the classroom songs. This suggests that the use of songs in the classroom has a positive impact on students' self-assurance in using the English language by improving their pronunciation, vocabulary, or over-all language skills. As for the smaller percentage of students (23%) who answered with either no or just a little, it could mean that for some individuals, the impact of classroom songs on their confidence levels may not be as pronounced. It could be influenced by various factors such as individual learning preferences, proficiency levels, or personal experiences with using songs as a language learning tool.

Question five: Do you find that the classroom songs are too fast or too slow to keep up with?

Table 3. 9. Perception of Classroom Song Tempo

Options	Frequency	Percentage
Too fast	15	37%
Too slow	09	23%
Just fine	16	40%
Total	40	100%

Figure 3. 33. Perception of Classroom Song Tempo



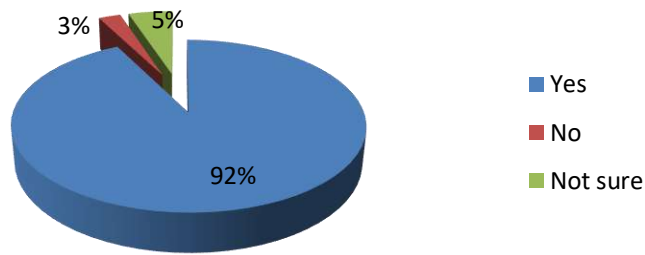
According to the responses, a majority of participants (40%) perceive the speed of the classroom songs to be just fine, indicating that they can keep up with the songs comfortably. However, a significant proportion of participants (60%) believe that the songs are either too fast or too slow for their pace. This data implies that there is some variation in the participants' perceptions of the speed of the classroom songs. Individual language skills, acquaintance with the songs, and personal tastes might all have an impact. The findings emphasize the need of assessing the pace of the songs to ensure they are appropriate for the student's abilities and preferences. (Table 3.9 and figure 3.33)

Question six: Do the classroom songs help you improve your English pronunciation?

Table 3. 10. Impact of Classroom Songs on English Pronunciation

Options	Frequency	Percentage
Yes	37	92%
No	1	3%
Not sure	2	5%
Total	40	100%

Figure 3. 34. Impact of Classroom Songs on English Pronunciation



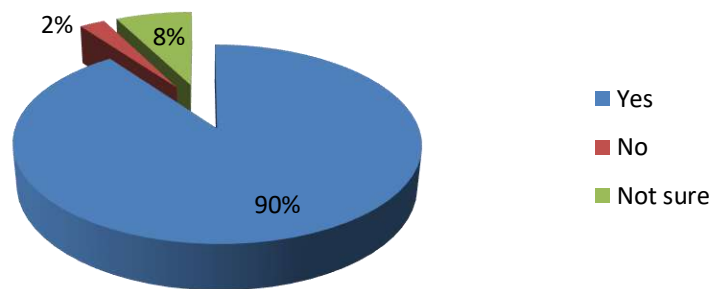
Based on the responses depicted in table 3.10 and figure 3.34 above, it can be deduced that the majority of participants (90%) believe that the classroom songs help them improve their English pronunciation. Only a small percentage (5%) expressed uncertainty about the impact of the songs, while an even smaller percentage (3%) reported that the songs do not contribute to their pronunciation improvement. The results imply that the classroom songs are advantageous to the participants' English pronunciation abilities in general. It suggests that using songs in the classroom might be a useful approach for improving pronunciation and increasing confidence in spoken English.

Question seven: Do you think that listening to classroom songs would be helpful for learning foreign languages besides English?

Table 3. 11. Perceived Effectiveness of Classroom Songs for Learning Foreign Languages

Options	Frequency	Percentage
Yes	36	9%
No	1	2%
Not sure	3	8%
Total	40	100%

Figure 3. 35. Perceived Effectiveness of Classroom Songs for Learning Foreign Languages



Based on the responses presented in table 3.11 and the figure above, it can be deduced that the majority of participants (90%) believe that listening to classroom songs would be helpful for learning foreign languages besides English. Only a small percentage (8%) expressed uncertainty about the effectiveness of songs in learning other languages, while an even smaller percentage (2%) reported that songs would not be beneficial for learning foreign languages. This finding suggests that the participants have a positive perception of the potential of classroom songs as a learning tool for languages beyond English. It indicates that the use of songs in language learning may have broader applicability and can be considered a valuable resource for acquiring proficiency in various foreign languages.

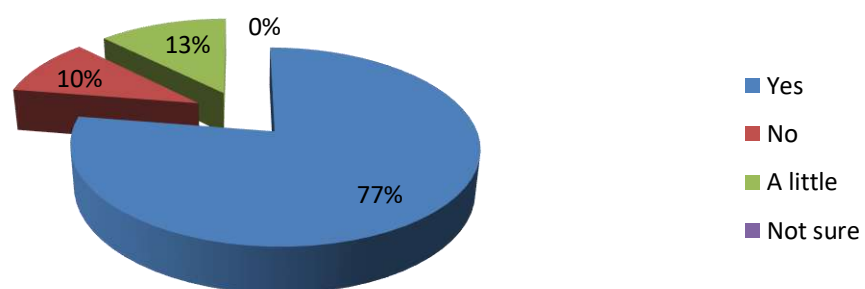
Section Three: Vocabulary Enhancement

Question one: Do the classroom songs help you remember new vocabulary words?

Table 3. 12. Effectiveness of Classroom Songs in Remembering New Vocabulary Words

Options	Frequency	Percentage
Yes	31	77%
No	4	10%
A little	5	13%
Not sure	0	0%
Total	40	100%

Figure 3. 36. Effectiveness of Classroom Songs in Remembering New Vocabulary Words



Based on the responses depicted in the table and figure above, it is clear that a majority of participants (77%) believe that the classroom songs help them remember new vocabulary words. A smaller percentage of participants (10%) reported that the songs have only a limited impact on their vocabulary retention, while a minority (13%) expressed uncertainty about the songs' effectiveness in vocabulary learning. These findings suggest that the participants perceive the classroom songs to be beneficial for enhancing their vocabulary retention. It

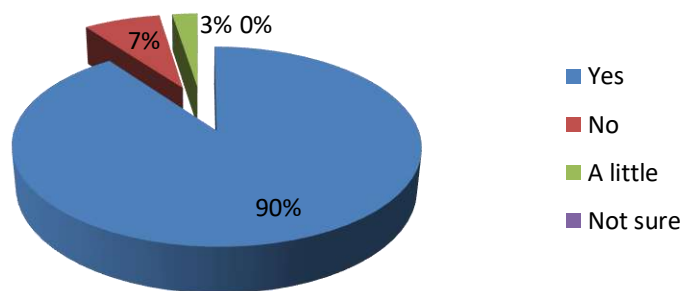
indicates that the incorporation of songs into language learning can be an effective strategy for facilitating vocabulary acquisition.

Question two: Do you think listening to classroom songs in English is a helpful way to learn new vocabulary words?

Table 3. 13. Perceived Effectiveness of Listening to Classroom Songs in Learning New Vocabulary Words

Options	Frequency	Percentage
Yes	36	90%
No	3	7%
A little	1	3%
Not sure	0	0%
Total	40	100%

Figure 3. 37. Perceived Effectiveness of Listening to Classroom Songs in Learning New Vocabulary Words



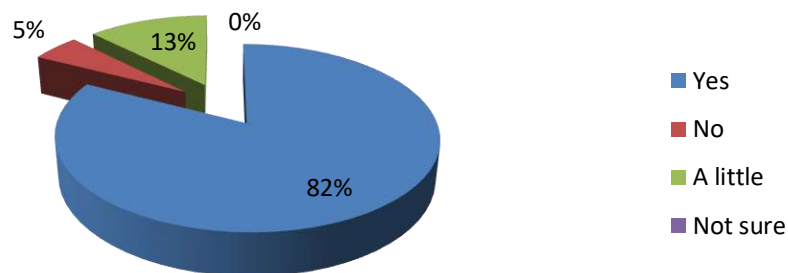
Going off the answers that are represented in table 3.13 and figure 3.37, we can say that the majority of participants (90%) believe that listening to classroom songs in English is a helpful way to learn new vocabulary words. Only a small percentage of participants (7%) expressed uncertainty about the effectiveness of this approach, while an even smaller percentage (3%) reported that it has only a limited impact on their vocabulary learning. The analysis of these answers suggests that the participants perceive listening to classroom songs in English as a valuable and beneficial method for acquiring new vocabulary. It indicates that incorporating songs into language learning can be an effective strategy for enhancing vocabulary acquisition.

Question three: Do you find the classroom songs to be a helpful way to learn new grammar structures?

Table 3. 14. Perceived Effectiveness of Classroom Songs in Learning New Grammar Structures

Options	Frequency	Percentage
Yes	33	82%
No	2	5%
A little	5	13%
Not sure	0	0%
Total	40	100%

Figure 3. 38. Perceived Effectiveness of Classroom Songs in Learning New Grammar Structures



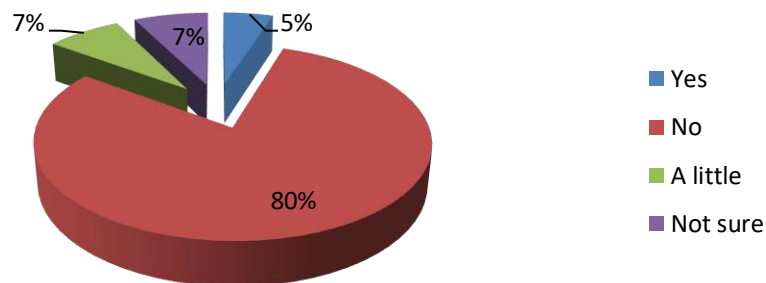
Going off the answers that are represented in table 3.14 and figure 3.38, we can say that the majority of participants (82%) find the classroom songs to be a helpful way to learn new grammar structures. Only a small percentage of participants (13%) expressed uncertainty about the effectiveness of this approach, while an even smaller percentage (5%) reported that it has only a limited impact on their grammar learning. These results suggest that the participants perceive classroom songs as beneficial for learning new grammar structures. It indicates that incorporating songs into language learning can be an effective strategy for improving grammar proficiency.

Question four: Do you feel that classroom songs were a challenging method to learn English vocabulary?

Table 3. 15. Perceived Difficulty of Classroom Songs in Learning English Vocabulary

Options	Frequency	Percentage
Yes	2	4%
No	32	82%
A little	3	7%
Not sure	3	7%

Figure 3. 39. Perceived Difficulty of Classroom Songs in Learning English Vocabulary



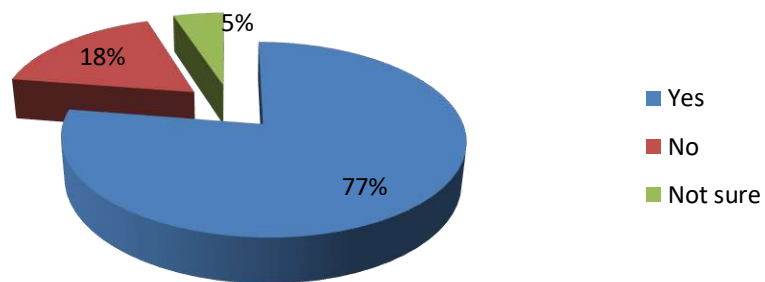
Elaborating on the answers that are represented in table 3.15 and figure 3.39, we can say that the majority of participants (82%) do not feel that classroom songs were a challenging method to learn English vocabulary. Only a small percentage of participants (7%) reported finding it somewhat challenging, while another small percentage (7%) expressed uncertainty about the difficulty level. These results suggest that the participants generally perceive classroom songs as a relatively easy and accessible approach for learning English vocabulary.

Question five: Is it easy for you to remember the new vocabulary words after listening to the classroom songs?

Table 3. 16. Remembering New Vocabulary Words after Listening to Classroom Songs

Options	Frequency	Percentage
Yes	31	77%
No	7	18%
Not sure	2	5%
Total	40	100%

Figure 3. 40. Remembering New Vocabulary Words after Listening to Classroom Songs



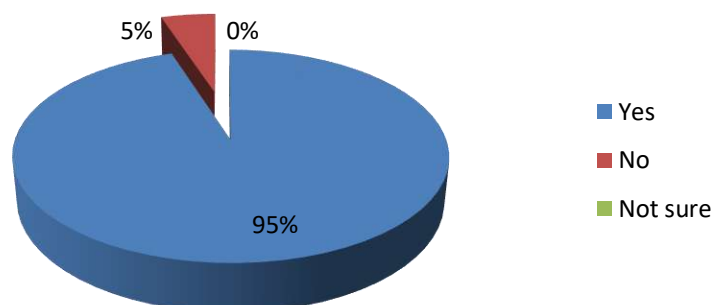
As it is shown in the table and figure above the majority of participants (77%) find it easy to remember the new vocabulary words after listening to the classroom songs. However, a small percentage of participants (18%) reported difficulties in remembering the vocabulary, while a few participants (5%) expressed uncertainty, which suggests that the use of classroom songs has a positive impact on the participants' ability to remember new vocabulary words. It indicates that the songs serve as an effective mnemonic device and aid in vocabulary retention.

Question six: Do you prefer listening to the classroom songs in English or studying English vocabulary in a different way?

Table 3. 17. Participant Preference for Listening to Classroom Songs in English vs. Studying Vocabulary in a Different Way

Options	Frequency	Percentage
Yes	38	95%
No	2	5%
Not sure	0	0%
Total	40	100%

Figure 3. 41. Participant Preference for Listening to Classroom Songs in English vs. Studying Vocabulary in a Different Way



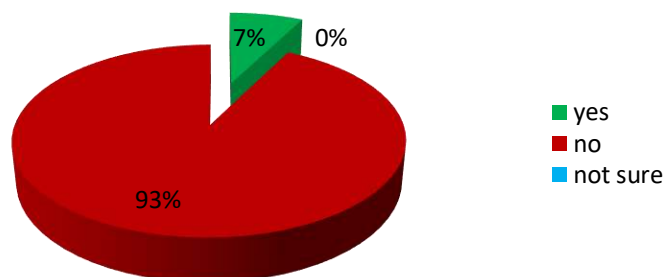
As it can be seen in the depiction of the responses from the questionnaire that are represented in the table and figure above, the majority of participants (approximately 95%) prefer listening to the classroom songs in English as opposed to studying English vocabulary in a different way. Only a small percentage of participants (approximately 5%) expressed a preference for an alternative method implying that the use of classroom songs is well-received and preferred by the participants as a means of studying and learning English vocabulary.

Question seven: Do you have any suggestions for how we could make the classroom songs even more helpful for learning English vocabulary?

Table 3. 18. Participants' Suggestions for Enhancing Classroom Songs for English Vocabulary Learning

Options	Frequency	Percentage
Yes	3	93%
No	37	7%
Not sure	0	0%
Total	40	100%

Figure 3. 42. Participants' Suggestions for Enhancing Classroom Songs for English Vocabulary Learning



It is important to note that the suggestions that were given by the students were in Arabic; since they aren't fluent enough to make full, coherent sentences by themselves; we have later translated them into English.

Based on the responses illustrated in table 3.18 and figure 3.42, it can be deduced that a small percentage of participants (7%) provided suggestions on how to make the classroom songs even more helpful for learning English vocabulary. Among the suggestions given, one participant recommended increasing the duration of the classroom songs beyond 5 minutes per session, another suggested incorporating visual representations such as videos and

pictures, and one participant proposed playing the songs at the end of the class instead of at the beginning.

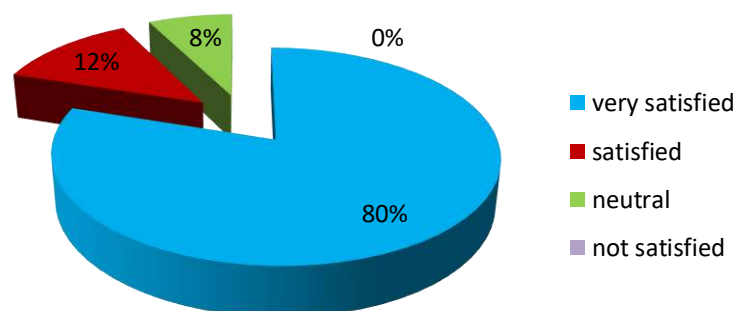
The fact that only a small percentage of participants suggested ways to improve the classroom songs suggests that the majority of participants were generally content with the present style and usefulness of the songs for learning English vocabulary. However, the comments made by individuals who answered provide useful insights into prospective changes. The ideas from the respondents emphasize the possible benefits of lengthening the songs, including visual aids, and altering the time of when the songs are played. These proposals show a need for more engagement, reinforcement, and contextualizing of the vocabulary learning experience through the use of classroom songs.

Question eight: How satisfied are you about the use of classroom songs to learn new English vocabulary by the teacher?

Table 3. 19. Participant Satisfaction with the Use of Classroom Songs for Learning English Vocabulary

Options	Frequency	Percentage
Very satisfied	32	80%
Satisfied	5	12%
Neutral	3	8%
Not satisfied	0	0%
Total	40	100%

Figure 3. 43. Participant Satisfaction with the Use of Classroom Songs for Learning English Vocabulary



Based on the responses presented in table 3.18 and the figure above, it can be safe to say that the majority of participants (92%) are either very satisfied or satisfied with the use of classroom songs by the teacher to learn new English vocabulary. Additionally, a small

percentage of participants (8%) expressed a neutral stance towards their satisfaction. It is notable that no participants indicated dissatisfaction with the use of classroom songs for vocabulary learning.

The high satisfaction percentage (92%) implies that the use of classroom songs for learning English vocabulary is perceived as useful and valuable by the participants. It implies that the majority of participants found the songs entertaining, enjoyable, and beneficial to their vocabulary knowledge. The positive feedback reflects the teacher's strategy to integrate music into the foreign language-learning process. Overall, it appears that using classroom songs is a beneficial technique for increasing student fulfillment and engagement in learning English vocabulary.

3.5.4. Discussion of the Results

Based on the data collected from the questionnaire, we have gathered several key findings regarding the students' perspectives on the effectiveness of classroom songs for learning English vocabulary.

To begin, the majority of participants stated that they enjoyed listening to the English classroom songs, showing that the songs were interesting and appealing to the students. This favorable reaction implies that introducing songs into the language learning curriculum might boost students' motivation and enthusiasm for learning. Furthermore, a sizable majority of participants considered the classroom songs simple to comprehend. This suggests that the students found the songs linguistically accessible and understandable, allowing them to grasp the vocabulary and language structures inherent in the lyrics. This research emphasizes the value of classroom songs in boosting language understanding and increasing vocabulary development.

Surprisingly, the questionnaire results indicated that after listening to the classroom songs, a significant percentage of participants felt more confident in speaking English. This shows that the songs not only aided in vocabulary learning but also in the development of the students' spoken skills. Songs' rhythmic and melodic quality may have assisted pupils in internalizing pronunciation patterns and improving their fluency and intonation. In addition, the majority of participants showed a strong desire to listen to more classroom songs in the future, demonstrating a preference for this way of learning. This research supports students' favorable attitudes of the usefulness and entertainment of introducing songs into the language learning process. It also implies that using classroom songs might help to create a more

interesting and participatory classroom atmosphere. Moreover, the questionnaire findings revealed that a sizable majority of participants considered that classroom songs may be good for learning languages other than English. This highlights the potential transferability of using songs as a language learning approach, emphasizing its application outside the context of English language acquisition.

While the majority of students had good feelings regarding the classroom songs, there were a few who expressed misgivings or were unclear about specific parts. Individual differences in language acquisition may be attributed to a variety of variables such as personal preferences, learning styles, or past exposure to music as a language learning technique.

In the end, the questionnaire results support the idea that classroom songs might be an effective and pleasurable way to enhance the development of vocabulary and overall foreign language acquisition. The positive answers in terms of enjoyment, understanding, greater confidence, and a desire for more songs suggest that introducing songs into the foreign language learning curriculum might improve students' engagement, motivation, and language competency. However, it is critical to recognize individual preferences and tailor the usage of music to different learning requirements and approaches. More study and experimentation can give more insights into the unique benefits and best practices for implementing classroom songs for language acquisition.

Conclusion

Last but not least, this chapter offered a thorough review of the study's methodology, participants, research tools, and data processing techniques. The Pre-test and post-tests were discussed, as well as their administration and outcomes analysis. The focus shifted to the student questionnaire, which was described in full, including its content, administration procedure, analysis, and subsequent discussion of the results.

Following the deployment of classroom songs, the Pre-test and post-test results demonstrated a considerable improvement in the participants' English vocabulary skills. This implies that using songs as an educational technique can successfully improve vocabulary acquisition in the context of English language learning.

The student questionnaire gave useful information about the students' perspectives and experiences with the classroom songs. The majority of participants indicated delight and

thought the songs were easy to understand. They also expressed greater confidence in speaking English, showing that the songs had a favorable influence on the development of oral proficiency. The participants' overwhelming demand for additional classroom songs demonstrates their favorable attitude toward and preference for this learning style. The questionnaire findings also revealed that classroom songs, in addition to English, have the potential to help in the acquisition of other foreign languages, suggesting the broader application of this educational technique.

Overall, the results indicate that introducing classroom songs into the language learning curriculum can improve student involvement, motivation, and language competency. However, it is critical to consider individual preferences and tailor song utilization to fit a variety of learning requirements and approaches.

Finally, the findings of this chapter demonstrate the efficacy and advantages of employing classroom songs as a beneficial instrument for English vocabulary development and general language learning. These findings add to the corpus of research in the field of language education and give insights to teachers and curriculum designers looking for creative and engaging ways to improve language learning outcomes.

GENERAL CONCLUSION

General Conclusion

Our study investigates whether classroom songs help middle school pupils studying English as a second language increase their English vocabulary. The findings from each chapter of the study shed light on the advantages and consequences of using classroom songs in vocabulary education.

The first chapter focuses on the theoretical foundations of using classroom songs for language learning. It examines the existing literature on the topic, highlighting the potential of songs as a valuable tool in enhancing vocabulary acquisition and overall language proficiency. The chapter also discusses the cognitive and affective benefits of using songs in the classroom, emphasizing the positive impact on students' motivation, engagement, and memory retention. Overall, it provides a comprehensive theoretical framework for the subsequent empirical investigation.

The second chapter focuses on vocabulary enhancement as a crucial aspect of language learning. It explores various strategies, including vocabulary games and activities, reading, and technology, for improving vocabulary skills. The chapter highlights the benefits of incorporating vocabulary games and activities in the classroom, such as enhanced engagement, motivation, and long-term retention. It also emphasizes the role of technology in providing resources and tools for vocabulary building. In addition to the challenges the students face when acquiring vocabulary and how to overcome these obstacles.

The third chapter first presents the methodology employed in the study. It details the research design, participant selection, and data collection procedures. The pre-test and post-test measures are administered to assess vocabulary improvement, while a student questionnaire provides insights into students' perceptions of the use of classroom songs for vocabulary learning. The chapter also discusses data analysis techniques used to evaluate the effectiveness of classroom songs and explore students' attitudes towards their usage. Then it moves to report the findings and outcomes of the empirical study. The results indicate the effectiveness of classroom songs in improving students' vocabulary. The experimental group, exposed to classroom songs as an intervention, demonstrates a substantial gain in vocabulary learning compared to the control group.

The findings of this study demonstrate that classroom songs can be a highly effective tool for improving English vocabulary among middle school students. The experimental group, which received classroom songs as an intervention, exhibited a significant gain in

vocabulary learning compared to the control group. This supports the Experimental Group Hypothesis, indicating that the use of classroom songs positively influences vocabulary acquisition.

Furthermore, the study reveals that the relevance of classroom songs to the vocabulary being taught in class contributes to a deeper understanding of new words' meanings. This confirms the Song Relevance Hypothesis, highlighting the importance of aligning songs with the vocabulary curriculum to enhance comprehension and retention. Moreover, the experimental group demonstrated better memory recall of the acquired vocabulary, indicating that classroom songs contribute to long-term vocabulary retention. This supports the Memory Retention Hypothesis and suggests that the rhythmic and melodic elements of songs aid in memory consolidation and retrieval. Importantly, students' attitudes toward the use of classroom songs for vocabulary learning are overwhelmingly positive. The participants expressed delight and perceived the songs as enjoyable and beneficial for acquiring new vocabulary. This supports the Student Attitude Hypothesis, emphasizing the importance of creating a positive and engaging learning environment through the integration of songs.

The findings of this study contribute to the existing body of research in the field of language education. They highlight the efficacy and advantages of using classroom songs as a valuable instrument for English vocabulary development and overall language learning. Classroom songs can offer a fun, interactive, and effective approach to enhance English vocabulary among middle school students. By leveraging the power of music and incorporating well-designed song-based activities, teachers can create an engaging and enjoyable learning environment that promotes vocabulary acquisition, improves pronunciation, fosters cultural understanding, and ultimately leads to greater language proficiency.

In addition to the findings and implications of this study, several recommendations can guide future research in the field of using classroom songs to enhance English vocabulary. First, longitudinal studies should be conducted to examine the long-term effects of using classroom songs on vocabulary retention and language proficiency. Furthermore, investigating the impact of different musical genres and cultural contexts on vocabulary learning will provide valuable insights. Consideration of individual differences, such as learning styles and preferences, is crucial in understanding the effectiveness of classroom songs. Exploring different types of song-based activities and integrating technology into vocabulary learning can offer new avenues for enhancing vocabulary acquisition. Moreover,

teacher training should be provided to equip educators with effective strategies for incorporating songs into vocabulary instruction. Comparative studies, cross-cultural investigations, mixed-methods research, and studies involving special populations, such as learners with special educational needs and non-native English speakers, will further enrich our understanding of the potential of classroom songs in vocabulary enhancement. These future research endeavors will contribute to the development of evidence-based instructional practices in language education.

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APPENDICES

Appendix One

The Pre-Test

Section 1: Numbers

Look at the following pictures and write the number below:



Number :



Number :



Number :

Which of the following digits is the number 56?

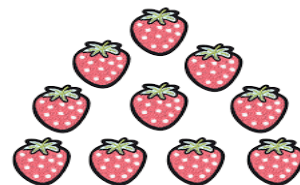
- Fifty six
- Sixty five
- Fifteen

Write the number 29:

Write the number 19:

Tick the correct number: how many strawberries are there?

- Twelve
- Seven
- Ten



Section 2: Ordinal Numbers

Look at the picture and write the ordinal number next to it:



Ordinal number:

Which of the following is the ordinal number for 7?

- Eighth
- Seventh
- Tenth

Write the ordinal number 4th:

Section 3: Personal Pronouns

Which pronoun should you use to talk about yourself?

- I
- He
- She

Which pronoun should you use to talk about a group of people?


- They
- We
- You

Look at the picture and complete the sentence with the correct pronoun: is happy



Section 4: Family and Jobs

Look at the pictures and link the picture to the correct word:




● ● ● ● ● ●

● ● ● ● ● ●

Father	Grandfather	Sister	Mother	Grandmother	Brother
--------	-------------	--------	--------	-------------	---------

Look at the pictures and link the picture with the correct word:



● ● ● ● ● ●

● ● ● ● ● ●

Dustman	Vet	Doctor	Mechanic	Electrician	Carpenter
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Appendix Two

The Post-Test

Section 1: Numbers

Write the number that comes after forty-five:

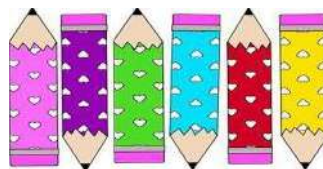
Which of the following is the number 87?

- Seventy-eight
- Eighty-seven
- Ninety- eight

Look at the pictures and write the number below:



Number :



Number :



Number :

Tick the correct number:

- eight- forty
- Nine- thirty
- Eight- thirty



Write the numbers in figures:

Forty-two →

Ninty-five →

One hundred →

Write the numbers in words:

13 →

41 →

99 →

Section 2: Ordinal Numbers

Which of the following is the ordinal number for 16?

- Sixteenth
- sixtieth
- Sixteen

Look at the picture and complete:



- Maria is first (1st)
- Adam is
- Laila is
- Amine is fourth (4th)
- Islam is
- Houda is

Write the ordinal number for 10:

Section 3: personal pronouns

Write the correct pronoun for each sentence:

- ___ is my sister. (She/We)
- ___ are my friends. (They/He)
- I love ___. (you/she)

Look at the pictures and tick the correct personal pronoun:



- We
- She
- I



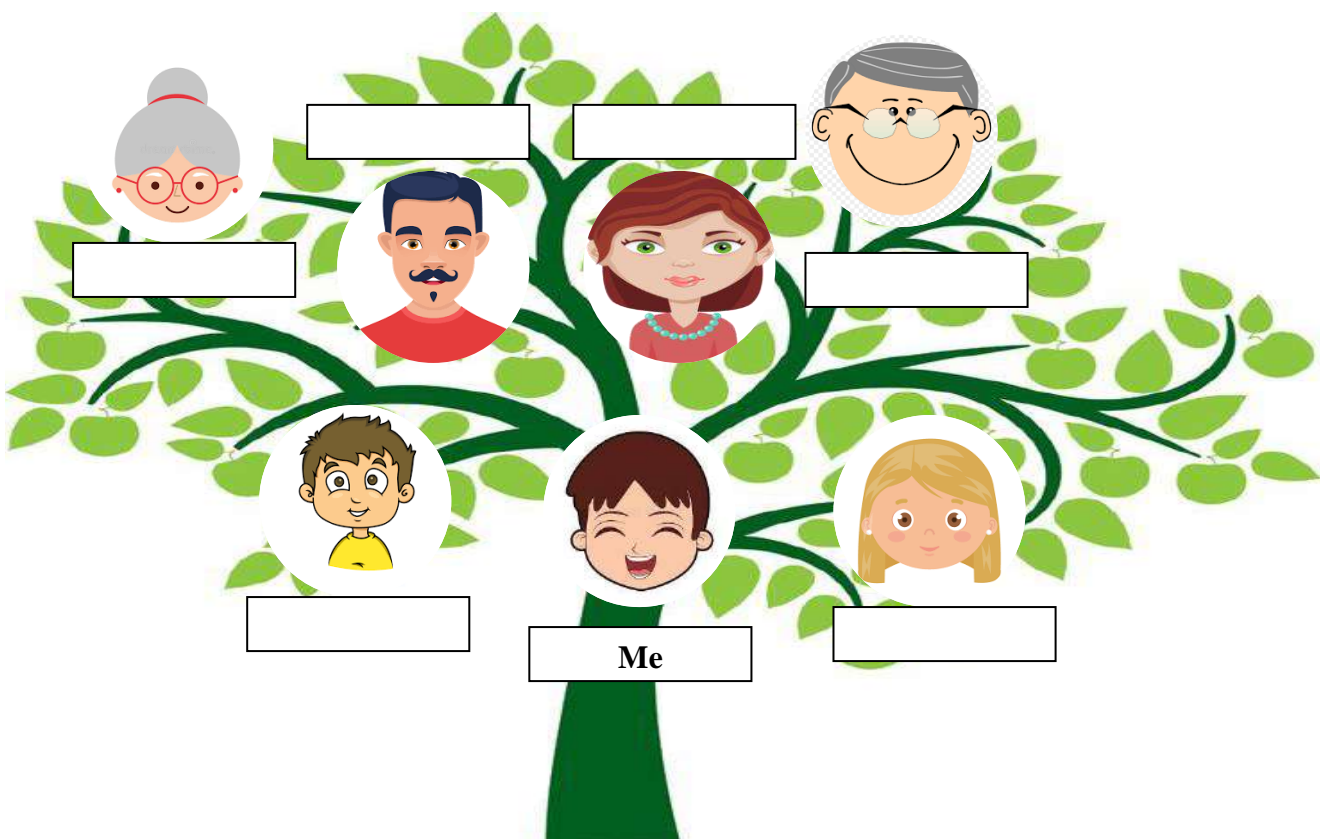
- It
- She
- He



- He
- We
- They

Section 4: Family and Jobs

Fill in the spaces in the next picture with: father, mother, grandfather, grandmother, brother, sister



Fill in the spaces in the next pictures with the following jobs: teacher, nurse, farmer, lawyer, policeman.











Appendix Three

The Students' Questionnaire

Dear student,

Your participation in this study is important to achieve the objective written below. This questionnaire is to collect data needed for a dissertation for the requirement of the degree of **Second Master Linguistics degree** titled “**Enhancing English Vocabulary Using Classroom Songs**”. It aims to investigate your English vocabulary enhancement after listening to classroom songs for 5 minutes in the beginning of every English session for a month.

Note: Be sure that your responses will remain private and will not be used for any other purposes rather than the one stated above.

***Would you please answer the questions by putting a cross (X) to the answer that reflect your opinion?**

Section 1: general information

1. Would you please specify your gender:

- Male
- Female

2. How old are you?

.....

3. How is your English level?

- Very good
- Good
- Average
- Bad
- Very bad

4. Do you listen to songs to learn the English language?

- Yes
- Sometimes
- No

Section two: classroom songs

1. Do you enjoy listening to the classroom songs in English?
 - Yes
 - No
 - It was okay
 - I am not sure

2. Do you find the classroom songs easy to understand?
 - Yes
 - No
 - A little
 - I am not sure

3. Would you like to listen to more classroom songs in English in the future?
 - Yes
 - No
 - I am not sure

4. Do you feel more confident when you speak English after listening to the classroom songs?
 - Yes
 - No
 - A little
 - I am not sure

5. Do you find that the classroom songs are too fast or too slow to keep up with?
 - Too fast
 - Too slow
 - Just fine

6. Do the classroom songs help you improve your English pronunciation?
- Yes
 - No
 - I am not sure
7. Do you think that listening to classroom songs would be helpful for learning foreign languages besides English?
- Yes
 - No
 - I am not sure

Section three: vocabulary enhancement

1. Do the classroom songs help you remember new vocabulary words?
- Yes
 - No
 - A little
 - I am not sure
2. Do you think listening to classroom songs in English is a helpful way to learn new vocabulary words?
- Yes
 - No
 - A little
 - I am not sure
3. Do you find the classroom songs to be a helpful way to learn new grammar structures?
- Yes
 - No
 - I am not sure

4. Do you feel that classroom songs were a challenging method to learn English vocabulary?
 - Yes
 - No
 - I am not sure

5. Is it easy for you to remember the new vocabulary words after listening to the classroom songs?
 - Yes
 - No
 - I am not sure

6. Do you prefer listening to the classroom songs in English or studying English vocabulary in a different way?
 - Yes
 - No
 - I am not sure

7. Do you have any suggestions for how we could make the classroom songs even more helpful for learning English vocabulary?
 - Yes
(.....)
 - No
 - I am not sure

8. How satisfied are you about the use of classroom songs to learn new English vocabulary by the teacher?
 - Very satisfied
 - Satisfied
 - Neutral
 - Not satisfied

ABSTRACTS

Résumé

Ce mémoire explore l'utilisation des chansons en classe comme un moyen d'améliorer le vocabulaire anglais chez les collégiens qui apprennent l'anglais comme langue étrangère. L'étude examine l'efficacité des chansons en classe, identifie les types de chansons les plus efficaces pour l'amélioration du vocabulaire et examine les perceptions des élèves quant à l'utilisation des chansons pour l'apprentissage du vocabulaire. Les questions de recherche portent sur l'impact des chansons en classe sur l'amélioration du vocabulaire, la pertinence des chansons pour l'acquisition du vocabulaire et les attitudes des élèves envers l'apprentissage du vocabulaire basé sur les chansons. L'étude utilise une conception expérimentale, comparant les résultats d'apprentissage du vocabulaire d'un groupe expérimental exposé à des chansons en classe avec un groupe témoin recevant un enseignement de vocabulaire traditionnel. Les résultats révèlent que les chansons en classe sont très efficaces pour améliorer le vocabulaire anglais, le groupe expérimental démontrant un gain significatif dans l'apprentissage du vocabulaire par rapport au groupe témoin. De plus, la pertinence des chansons par rapport au programme de vocabulaire améliore la compréhension et la rétention de nouveaux mots. Les attitudes des élèves envers l'apprentissage du vocabulaire basé sur la chanson sont extrêmement positives, soulignant le plaisir et les avantages perçus de l'utilisation de chansons. L'étude conclut que l'intégration de chansons en classe dans les programmes d'apprentissage des langues peut améliorer l'implication, la motivation et les compétences linguistiques des élèves. Les résultats contribuent au domaine de l'enseignement des langues en fournissant des informations sur l'efficacité des chansons en classe en tant qu'outil précieux pour le développement du vocabulaire anglais. Les recommandations pour les études futures incluent l'étude des effets à long terme, l'exploration des considérations de genre et de culture, la prise en compte des différences individuelles et l'examen plus approfondi de l'utilisation de la technologie dans l'apprentissage du vocabulaire basé sur la chanson.

Mots-clés : chansons de classe, vocabulaire anglais, apprentissage d'une langue étrangère, efficacité, amélioration du vocabulaire.

الملخص

تستكشف هذه المذكرة استخدام الأغاني التعليمية في القسم كوسيلة لتحسين مفردات اللغة الإنجليزية بين طلاب المدارس الإعدادية الذين يتعلمون اللغة الإنجليزية كلغة أجنبية. تبحث الدراسة في فعالية الأغاني في الفصل، وتحدد أكثر أنواع الأغاني فاعلية لتحسين المفردات، وتفحص تصورات الطلاب لاستخدام الأغاني لتعلم المفردات. تركز أسئلة البحث على تأثير الأغاني في القسم على تحسين المفردات، ومدى ملائمة الأغاني لاكتساب المفردات، ومواقف الطلاب تجاه تعلم المفردات القائمة على الأغاني. تستخدم الدراسة تصميمًا تجريبيًا، يقارن نتائج تعلم المفردات لمجموعة تجريبية معرّضة لأغاني الفصل مع مجموعة ضابطة تتلقى تعليمات المفردات التقليدية. كشفت النتائج أن الأغاني التعليمية فعالة للغاية في تحسين مفردات اللغة الإنجليزية، حيث أظهرت المجموعة التجريبية مكاسب كبيرة في تعلم المفردات مقارنة بالمجموعة الضابطة. بالإضافة إلى ذلك، تعمل أهمية الأغاني على برنامج المفردات على تحسين فهم الكلمات الجديدة والاحتفاظ بها. تعتبر مواقف الطلاب تجاه تعلم المفردات القائمة على الأغاني إيجابية بشكل كبير، مما يسلط الضوء على المتعة والفوائد المتصورة لاستخدام الأغاني. خلصت الدراسة إلى أن دمج أغاني القسم في برامج تعلم اللغة يمكن أن يحسن مشاركة الطلاب وتحفيزهم ومهاراتهم اللغوية. تساهم النتائج في مجال تدريس اللغة من خلال توفير نظرة ثاقبة لفعالية الأغاني في الفصل كأداة قيمة لتطوير مفردات اللغة الإنجليزية. تشمل التوصيات للدراسات المستقبلية التحقيق في الآثار طويلة المدى ، واستكشاف الاعتبارات الجنسانية والثقافية ، وحساب الفروق الفردية ، ومواصلة فحص استخدام التكنولوجيا في تعلم المفردات القائمة على الأغاني.

الكلمات المفتاحية: أغاني القسم ، مفردات اللغة الإنجليزية ، تعلم اللغة الأجنبية ، الفعالية ، تحسين المفردات .