Developing EFL Learners’ Vocabulary Learning and Retention through Using English Songs with Lyrics:

The Case of Middle School Pupils, Omar Ibn El Khatab School, Constantine

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Teaching English as a Foreign Language

By: Wafa CHOUBA

Supervisor: Dr. Mokhtar HAMADOUCHE

Examiner: Dr. Djihad AZEROUAL

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Dedication

“In the Name of Allah, the most gracious, all the praise is due to
Him alone, the Sustainer of the entire world”

This modest work is dedicated to:

My dear father “Elhadi”, the one who sacrificed himself for me. Thanks “baba” for your confidence, encouragement, motivation and aid.

My mother Fatima, who gave me unconditional love, emotion, understanding, support and advice. Thanks “Mami”.

May God protect and keep them for me.

To my brothers: Kamal, his wife Hanen and Faycel and his wife Moufida

To their children: Adam, Chiraz and Wassim

To my sisters: Adra, Siham, Meriam, Amina, and my lovely little sister Randa.

To my brothers in law: Fouad, Abidin, Eljoudi, and Hicham

To their dear children: Aya, Anis, Ines, Abdou, Khawla, abdallah, Abdnour, Islam, Taha, Taim, and my beloved Firas.

To my cousins: Maissa, Sara, Imen, Marwa.

To my friends: Maissa blk, Abir, Rachda, Khawla, Hadia, Houda and Lamis.

To my soul mate Friend: Hadjer.

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Abstract
Developing an adequate vocabulary background is one of the main concerns of the second and foreign language learners. Accordingly, teachers must be concerned with adopting helpful teaching methods and techniques that would facilitate the process of vocabulary learning and retention. This study aims at investigating the effect of using songs with lyrics as a strategy in vocabulary learning in the case of second-year pupils at Omar Ibn Elkhatab Middle School, Constantine. In order to test the hypothesis that introducing new vocabulary items via songs and lyrics would boost pupils’ vocabulary learning and retention, a quasi-experimental design has been opted for both the experimental and the control groups were pre-tested to record their performance before any treatment is given. The experimental group received a treatment of three songs related to the theme, me and my health; whereas the control group was taught conventionally. Afterwards, two post-tests were administered; the first by the end of the treatment to measure pupils progress through the implemented method, the other two weeks later to see if they still remember what they have learned. Results show that unlike the control group, the experimental group has recorded a statistically significance between the pre and post-test-results. In other words, using songs with lyrics has had a positive impact on pupils’ vocabulary learning and retention. Eventually, it is recommended to implement such techniques in teachers’ every day practice to motivate learners and enhance their academic achievement.

Keywords: vocabulary learning, vocabulary retention, songs with lyrics
List of Abbreviations

AMTA: American Music Therapy Association

CMA: Contemporary Music Approach

EFL: English as a Foreign Language

FL: Foreign Language

i.e.,: It means

Lg: Language

L2: Second Language

VS.: Versus
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General Introduction

Introduction

Learning a foreign language is a hard process that involves many elements that effects learning. Vocabulary is one of those elements that link the four skills which are listening, speaking, reading and writing. In order to communicate well in the target language, students should learn a certain amount of words. Furthermore, while learning vocabulary, foreign language learners encounter difficulties. For this reason, teachers should select an appropriate strategy to help the students not only to improve and develop their vocabulary knowledge and to memorize them. Hence, songs and lyrics, as a strategy in foreign language teaching might be used in order to develop the learning and retention of vocabulary.

1. Statement of the Problem

   English foreign language learners’ essential goal is to communicate effectively in the target language. One of the reason why EFL learners cannot communicate effectively is their lack of vocabulary knowledge. Classroom observation and interviewing allows as to say that pupils of Omar Ibn Elkhabab Middle School face many problems regarding this aspect of language. Teachers, on the other hand, seem to struggle between students’ boredom and the deficiencies in textbooks, teaching materials as well as lack of innovative teaching tools.

   Helping pupils to improve and develop their vocabulary learning and retention depends on the strategy used by teachers. Therefore, vocabulary should be introduced via effective strategies. Songs and lyrics as a strategy would be effective in developing students’ vocabulary learning and retention, as well as encouraging and motivating them to learn and store words.
2. The Aim of the Study

The present study aims at exploring the extent to which songs supported with written lyrics will develop the learning of vocabulary. Furthermore, it investigates the effects of songs on the retention and memorization of vocabulary.

3. Research Question and Hypotheses

To achieve the aims of the study, the following questions are put forward:

Q1. Does the use of English songs with lyrics affect positively the development of learners’ vocabulary learning?

Q2. Do students retain or memorize vocabulary more affectively using songs when compared to the ordinary method of teaching vocabulary?

Starting from the above questions, it is hypothesized that:

H1. The use of English songs with lyrics can positively affect the development of learners’ vocabulary learning.

H2. Students can retain more vocabulary by the methodology of songs with lyrics better than the ordinary one.

4. Research Methodology

The experiment is conducted with second-year pupils at Omar Ibn Elkhatab Middle School, to test whether or not songs and lyrics can be used as a strategy for teaching/learning, developing and memorizing vocabulary. The thirty-two pupils that make the sample of the present study are equally divided randomly into a control and an experimental group. Both groups receive some pre-test activities in order to have an idea about their vocabulary knowledge. During the treatment phase, the experimental group listens to songs supported by written lyrics. On the other hand, the control group is taught in the ordinary way of teaching vocabulary. At the end, both groups are post-tested. After two weeks, the experimental and control group receive a retention test as a
second test. The t-test is employed to measure pupils’ improvement in vocabulary learning/retention as a result to the use of songs with lyrics.

5. Structure of the Dissertation

The present research is divided into two main chapters, one theoretical and one practical. Chapter One is also divided in two sections. Section one includes the different definitions of vocabulary, its importance, categories of vocabulary knowledge, strategies for teaching and learning vocabulary, testing vocabulary knowledge, and vocabulary learning, memorizing and retention. The second section tackles songs and lyrics in foreign language teaching and learning. It discusses a brief historical background, role and importance and ways of integrating songs in the classroom. It also deals with some activities of teaching through songs and their psychological and educational effects.

Chapter Two is about the quasi-experimental research design, its implementation and results. It starts with an illustration of the research situation in terms of sample, measures and analytical tools; and ends up with interpretation of results and conclusion.
Chapter One: Vocabulary learning and Songs in Foreign Language Education

Section One: Issues about Vocabulary Learning

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**Introduction**

Vocabulary plays an important role in learning a foreign language as one of the basic components of any language. It would be impossible to learn a second/foreign language without learning its words. Without vocabulary, nothing can be learned or understood. It gives the learners an opportunity to express themselves and to understand what others say, it is the message itself.

This section discusses vocabulary learning and retention. It sheds light on the different definitions of vocabulary, categories of vocabulary knowledge, and its importance in EFL classes. It also provides some strategies of learning and teaching, testing vocabulary, and ends up with a discussion of vocabulary memorizing and retention.

**1.1.1. Definition of vocabulary**

The ability to exchange ideas and reach successful communication in the target language is the first important concern for learners. Hence, vocabulary is considered as the basic component to achieve this objective. Todd (1987) argues that no definition of vocabulary can be satisfactory for that the definition of vocabulary differs from one researcher to another as well as from one dictionary to another. Hatch and Brown (1995) consider vocabulary as a list or a group of words of a particular language that individual speakers of a language might use. According to Ur (1996, p. 60):

Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: For example, post office, and mother-in-law, which are made up of two or three words but express a single
idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words.

Moreover, the Oxford Advanced Learner’s Dictionary (2010, p. 1722) defines vocabulary as “all the words that person knows or uses and that exists in a particular language”. In the Collins Cobuild English Language Dictionary (1989, p. 1629) vocabulary is defined as “the total number of words in it” and “someone’s vocabulary is the total number of words in a language he or she knows.”

1.1.2. The importance of vocabulary

Vocabulary is an important element to be mastered in learning any language. Without sufficient vocabulary, students cannot communicate with others or express their own ideas. According to Wilkins (1974, p. 111), vocabulary is very important in learning a language, even more important than grammar itself. He argues that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. So, in learning a language a great importance has to be given to vocabulary, since grammar is not sufficient for student in communication. Thornbury (2002, p. 114) states that “you can say very little with grammar but you can say almost anything with words”. In other words, communication is based on vocabulary not grammar. Krashen (1988) postulates that vocabulary is so crucial because usually when learners go abroad, they face some problems to communicate with the native speakers of the host country to convey their messages. This can be done through using only a word rather than grammar rules.

Vocabulary Knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. While, Rivers (1981, p. 642) emphasizes the importance of vocabulary by saying that “it would be impossible to learn language without words one could learn
a language through some symbols system which would demonstrate relations and how they are realized”. This shows the importance of vocabulary knowledge, since no one can learn a language without knowing the words of this language. Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary, knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

According to what have been said, vocabulary is important in any language, it helps in developing both the receptive and productive skills. Furthermore, pronunciation and grammar are also interrelated with vocabulary. Thus, teaching and learning vocabulary should be emphasized in EFL classes.

1.1.3. Categories of Vocabulary Knowledge

There are two main distinction of vocabulary knowledge. The first is receptive vs. productive which has to do with function and the way vocabulary is learned and used. The second is breadth and depth of word knowledge which is related to the quality and quantity of word knowledge.

1.1.3.1. Receptive vs. Productive of Vocabulary Knowledge

Nation (2001) distinguishes between receptive vocabulary as the words that are understood when listening and reading, and productive vocabulary which consists of the words that can be produced correctly when writing and speaking. He claims that people very often learn receptive vocabulary before learning productive vocabulary and they are usually able to understand well words while listening or reading when they have difficulties in speaking and writing. For Hiebert and Kamil (2005), productive vocabulary is well known, frequent, and familiar to student. In contrast, receptive vocabulary is less known and less frequent to the students, receptive knowledge means
that students can comprehend the word, but they cannot use it in their production whether in speaking or writing. The term passive and active are sometimes used as synonyms for receptive and productive (Meara, 1990; Corson, 1995; Laufer, 1998).

1.1.3.2. Breadth and Depth of Word Knowledge

Qian (2002) states that there are two dimensions that vocabulary learning is based on, breadth and depth. The difference between breadth and depth is the same as the difference between quantity and quality. Breadth vocabulary knowledge refers to the amount of words known to an individual; i.e., the size of his/her lexical repertoire. We say that an individual has a wide vocabulary knowledge if he/she knows a huge amount of words and their surface meaning, at least. On the contrary, depth of vocabulary knowledge refers to how well one knows a word, and understands more than a single definition in a single context. Depth of vocabulary knowledge includes all lexical characteristics such as phonemic, graphemic, morphemic, syntactic, semantic, collocational properties, as well as frequency and register.

1.1.4. Vocabulary Teaching and Learning Strategies

To master any language, you need to learn its vocabularies. For that, teachers and researchers have tried to find strategies that can facilitate the process of teaching and learning new words.

1.1.4.1. Vocabulary Teaching Strategies

Ghazal (2007, p. 84) states that “teaching vocabulary should not only consist of teaching specific words but also aims at equipping learners with strategies necessary to expand their vocabulary knowledge.” There are different teaching strategies that are used to learn thousands of words. For Ghazel (2007) to learn vocabulary you should go
through three stages. First, introducing the pronunciation of the word, in order to connect meaning to the vocabulary term and to retrieve that meaning, here the student should pronounce the word correctly. Second, provide the student with explanation of the word’s meaning; to represent the meaning of the word using definition or explanation that is easy to understand and only includes known words. Third, illustrate with examples. Finally check your student’s understanding by asking them some questions. However, Ur (1996, p. 63) makes a list of techniques that help teachers to teach new vocabulary:

1. Concise definition: the majority of students prefer to know the meaning of the words through concise definition.

2. Detailed description: through giving details to help students interpret the meaning of words such as appearance or qualities.

3. Examples: making students know the meaning through using words in sentences.

4. Illustration: using different aids like audio aids, visual aids and audio-visual aids.

5. Context: using context to convey the words meanings, by reading a story or a novel where the item occurs.

6. Synonyms: through giving the different meaning of the same word.

7. Opposite: using the antonyms of the item.

8. Translation: the teacher will go back to the student’s first language.

9. Associated ideas or collocations: using words or ideas combined.
1.1.4.2. Vocabulary Learning Strategies

Learning the English language vocabulary differs from one student to another, each one has his/her own way of learning. However, according to Hatch and Brown (1995, p. 373), there are five steps for learning vocabulary:

1. Having source for encountering new words, such as games, listening to music, watching movies, radio and other techniques which are an interesting and motivation ways that can help in learning vocabulary.

2. Getting a clear image of words, using either visual or auditory aids or both.

3. Learning the meaning of the words, through the use of dictionary or context.

4. Making strong memory connection between form and meaning of words.

5. Using the words.

McCarthy (1994, pp. 4-14) for this part suggests a number of techniques for learning vocabulary, he classifies them as the following:

A. Learning through associated words together: either by learn words meaning association or grammatical association together or learn word based on the same root.

B. Learning through pictures and diagrams: pictures, diagrams, word trees, word forks are all kinds of learning.

C. Learning through organizing vocabulary network, organizing words by meaning, using various types of diagrams, organizing by word class.

D. Learning through the name of English language words; the name of basic part of speech in English, word related to verbs (regular/ irregular, transitive/ intransitive),
word family, words related to the construction of words, words related to pronunciation and word describing punctuation

E. Using dictionary: the use of dictionary help the learner to convey word meaning.

1.1.5. Testing Vocabulary knowledge

Schmitt (2000) says that vocabulary can be tested according to students’ vocabulary achievement, vocabulary gaps, vocabulary level and size. He states four main kinds of vocabulary tests that teacher may use which are: a) Achievement test, this test is used to discover if the students have learned the words that were supposed to learn. B) Diagnostic test, the aim of this test is to know the students’ difficulties “student’s vocabulary gaps”. C) Placement test, the purpose of this test is to place student in the classroom according to their level. D) Proficiency test, this test used to know students vocabulary size. Here, the teachers are supposed to test their students over all items of Lg.

1.1.6. Vocabulary Testing Techniques

Vocabulary tests aim at checking the students’ vocabulary knowledge; there are various types of techniques to do this. The following ones are recommended by Ur (1996, pp. 69-73):

1. Multiple-choice: Multiple-choice questions are tricky and time-consuming to compose; however, if the answers are clear, they will be very quick and easy to mark. Note that a testee who does not know the answer has a 25 per cent chance of being right by guessing.

2. Matching: As in the previous examples, only meaning is tested. Matching items are quicker and easier to compose than multiple-choice
3. Matching: Here the only thing that is being tested is whether the testee is aware of the existence of the combined word. Which probably means that they also know its meaning, but this fact is not actually being tested.

4. Odd one out: Again, only meaning is being tested, and you have no way of being sure that all the items are known. But this is at least more interesting to do, and usually easy to mark.

5. Writing sentences: Spelling and pronunciation of the items are not tested, but most other aspects are. This is a bit boring to do, and difficult to mark objectively, but does check the testee's knowledge fairly well.

6. Dictation: Dictation tests aural recognition and spelling only. However, if learners can recognize and spell an item correctly, they probably also know what it means: it is extremely difficult to perceive, let alone spell, words you do not know. A relatively easy test to administer and check.

7. Dictation and translation: This checks if students know meaning and spelling only. There is the problem that the mother-tongue translation may be inexact or misleading; but if it is a reasonable equivalent, then this is a very quick, easy and convenient test to administer and check.

8. Gap-filling: This tests meaning, spelling, to some extent grammar and collocation.

9. Gap-filling with a “pool” of answer: Meaning is tested here, also to some extent grammar and collocation.

10. Translation: translation can test all aspects of an item.

11. Sentence completion: This tests meaning only; but is “personalized” and interesting to do and read.
1.1.7. Vocabulary Learning and Memory Retention

Oxford Learners Dictionary defines memory as the ability to remember things. For Miriam-Webster Dictionary, memory is the power or the process of producing or recalling what have been learned. Preston (2007) states that memory is the mental capacity or brain’s ability to recover, retrieve and remember past events, impressions, facts, and there are three main phases in the formation processing, and retrieval of memory: (a) encoding or registration, which entails receiving, processing and combining of received information; (b) storage of information, which encompasses creating a permanent record of the encoded information; and (c) retrieval, recall or recollection, which includes retaining the stored information in response to some cues for use in a process or activity.

1.1.8. Memory types

Zhang (2004) states that depending on the amount of time the memory lasts, memory is divided into three types: sensory memory, short-term memory, long-term memory. He defines sensory memory as “the shortest-lived memory that lasts for milliseconds to a few seconds” (p. 01). However, when the information lasts from several seconds to a few minutes, the memory is then called short-term memory (Zhang, 2004). Preston (2007) refers to short-term memory as primary/active/working memory. In contrast, long-term memory is the memory which lasts anywhere from an hour to a lifetime (Zhang, 2004). Sweller and Chandler (1994) indicate that long-term memory has an unlimited storage capacity and can hold an indefinite amount of information provided that some changes happen in the long-term memory: the learning of any material, such as vocabulary, is the result of a change in a learner’s long-term memory. Thus, appropriate modification to long-term memory should be the primary aim of
instruction in vocabulary learning environments (Pass & Sweller, 2014; Sweller, 2005); however, long-term memory processing is relatively slow.

1.1.9. Vocabulary and Retention

There is a close relation between human memory and its ability to retain and recall information. The information stored in the sensory memory can be transferred from the short-term memory to the long-term memory if adequate attention is given, enough time is spend, and the information is rehearsed through a consolidation process (Mayer, 2014). In addition, relating new information to old ones signifies that a link is created between the two so that the new information can be incorporated into memory (Goodbridge, 2010).

Learning new word means establishing a relationship between form and meaning. This relationship may take the form of first language equivalents; L2 synonyms or in-test definitions; sounds, visual images such as static pictures or dynamic video/animations; feeling and emotions; a certain situation or context; or a combination of these (Amir yousefi & Ketabi, 2011).

In order to transfer information accurately from working memory to long-term memory, FL/L2 learners need to treat the information actively rather than passively, and interact with the information in meaningful ways (Schmitt, 2000).

Conclusion

To sum up vocabulary is an important aspect in the teaching and learning of English as a foreign language. More specifically, vocabulary learning is considered to be the basic step toward mastering a foreign language. In any language skill, it is a basic element in comprehension either in reading, listening, speaking or in writing. For that,
in learning any foreign language, students tend to learn vocabulary in favour of any other element. To do so, teachers and students try to look for strategies which help them to master this aspect of language, the strategies that may help students to develop their vocabulary knowledge and memorize them.
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Introduction

The objective of EFL teaching and learning is to help students communicate effectively and fluently in the target language. Using songs is considered as a valuable tool that helps teachers create a good environment for learners in EFL classroom. Songs and lyrics can be used to develop speaking, reading, and writing skills. Additionally, songs plays an integral role in increasing students’ motivation to learn a language.

This section discusses some aspects of songs and their role and importance in foreign language teaching. It particularly looks into how the use of songs with lyrics in the EFL classroom would boosts learners’ vocabulary learning and retention.

1.2.1. Definition of Songs

It is quite difficult to establish a single definition to this term, as the concept of ‘music’ is something very subjective and can vary from one place to another and from time to time, even from person to person. According to Merriam Webster dictionary (2018), song is ‘a short musical composition of words and music’. Griffee (1992, p. 23), states that:

The word song refers to piece of music that have words, especially popular songs such as those ones hears on the radio. By music is meant instrumental music. For example, symphonic, chamber, easy listening, or solo instruments such organ, flute or guitar.

The Encyclopedia of America (1998) defines song as a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrument accompaniment. Hornby (1995) defines song as a short poem or a number of verses set into music and intended to be sung. From the definitions above of the term song we can
say that songs are one of the most captivating and culturally rich resources that can be easily used in language classroom.

1.2.2. The Historical Background of Songs

The history of songs deserves to mention because it connects language and music together, and supports the idea that teaching vocabulary using songs should work. The history of music is attached to the development of human culture and the development of animals. Animals, such as birds, have always used music to communicate. Many theories connect the origin of music to the origin of speech.

According to Geist (as cited in Degmar, 2008), there are three theories connecting the origin of music to the origin of speech. The first theory was developed Charles Darwin, James B. Monboddo, Charles D. Isaacson, Richard Wagner and others claim that speech arose from singing. The supporters of the second theory, Jean Jacques Rousseau, Johnn Gottfried herder, A. W. Schelegel and many others claim that speech and music were originally connected. However, this theory has not proven. The scientists supporting the third and the scientifically varied theory argue that singing arose from existed speech. Scientists such as the famous Charles Darwin, Herbert Spencer, Edward Mac Dowell, John Frederic and many others believe that music was a result of excited speech caused by inner emotional states.

The first musical utterance in prehistoric times were imitations of bird songs and natural noises. The word music comes from the Greek word mousikê (tekhnê) and from the Latin musica. It is ultimately derived from mousa, the Greek word for muse. In ancient Greece, the word mousikê was used to mean any of the arts or sciences governed by the muses. Later, in Rome, art musica embraced poetry as well as instrument oriented music.
1.2.3. The Role and the Importance of Songs in Foreign Language Teaching

Songs play an important role for every step of human life, beginning with child’s birth and mothers’ singing to their children. It is used during all the important occasions of human lives such as weddings and parties. Also each country has its own anthem. Murphy (1992) states that:

In our time, it is hard to escape music and song as it occupies ever more of the word around us: in operating theatre, restaurants and cafes, shopping malls (muzak), at sport events, in our cars, and literally everywhere. It would seem that in our time, it is hard to escape music and song as it occupies the only place music and song is show to catch on is in schools. (p. 04)

This shows that songs and music take a big deal in people’s everyday life. What matters is songs’ role in language teaching and learning. It has a great role in providing learners with a friendly atmosphere to learn a language. Griffee (1992, p. 4), claims that “songs have a place in classroom for helping create that friendly and cooperative atmosphere so important for language learning, but they can offer much more”. He argues that songs have their cultural significance; they reflect the cultural background of any nation in the world.

According to several authors, songs play an important role in the classroom. These are some of the most common reasons why teachers should incorporate songs in English lessons,

Environment: Songs and music can be used to relax the learning environments. According to Stanowski (2002), they provide a non-threatening atmosphere for students who are tense or nervous when they are speaking English in classroom.
**Culture:** Through songs, culture themes are presented effectively Stanowski (2002).

**Vocabulary:** Because of their meaningful context, songs are good for introducing vocabulary, they provide a natural situation in which the new words can be practiced and they have very popular words and expressions (Griffe, 2001).

**Grammar:** Songs have common structures that students can easily learn by listening to them. In songs we can find verb tenses, preposition and collocations (Griffe, 2001).

**Pronunciation:** Teachers can present pronunciation, stress, rhythm and intonation in a creative way through songs. They are good model to imitate (Griffe, 2001).

**Memorization:** Students learn patterns and language in chunks by reading and hearing the song (Griffe, 2001). Students practice structure, vocabulary, pronunciation and intonation unconsciously. Songs remain in the students’ minds for a long time (Carrier, 2002).

**Motivation:** If teachers bring something that interest students, they are more likely to feel more cooperative and participative in the classroom (Griffe, 2001).

From what have been said, we can say that songs and music are very important for language learning, and teachers can use them as part of their repertoire of classroom teaching.

1.2.4. **Ways of Integrating Songs in EFL Classroom**

Music has been used for a long time in class in different ways and methods. These methods are not based on any specific research; however, they are presented here to inform the reader that many believe in pedagogical benefits of music without citing research. Suggestopedia and the contemporary music approach are ways to integrate songs in EFL classes.
1.2.4.1. Suggestopedia

Suggestopedia is a language teaching method developed by the Bulgarian psychologist Georgi Lazanov in 1978. Suggestopedia is an innovative method that promised great effective language learning results. The basic of them is psychological; it relied on classical music which is believed to be an essential element for learning to take place. According to Lazanov (1978) music creates a relaxed learning environment and increases the motivation for learners. Lazanov (1978) says that the first important thing for the acquisition of the language is to stimulate both hemispheres and suggested that the relaxation techniques help learners tap into subconscious resources to aid in acquisition and greater retention of vocabulary and language structures.

Suggestopedia is described as a holistic method that directed learning to both the left and right hemispheres of the brain. Soft lightning, baroque music, cheerful room decorations, comfortable seating, and dramatic techniques aim at totally relaxing students, a state which heightens mental activity and concentration.

1.2.4.2. The Contemporary Music Approach

The contemporary music approach (CMA) was introduced by Anton in the 1990s. In this approach, songs are a very crucial tools in the memorization of information. They are considered as a memory prompter. Songs provide a lot of repetition expressions and vocabulary that are easily retained in memory due to the melody.

In CMA, different styles of music and rhythms are correlated with the various grammar lessons. Anton (1990) believes that certain beat reminds students of the song, and the song in turn reminds them of the grammar. This method combines singing and psychology with language learning. The CMA combine active and nonverbal processes of the right hemisphere of the brain with verbal and logic-based processes governed by
the left hemisphere to reduce inhibitions and allow the student to learn and remember certain grammatical features.

1.2.5. Teaching Activities using songs

A large number of activities can be used with songs, there is no aspect of a language to which songs cannot be adopted. Any activity that can be used with the four skills, vocabulary or grammar can be modified to be use with songs. However, some activities work better with young learners than with older ones. For Scott and Yterberg (1991) listen and repeat, and for Sevik (2012) listen and do such as listen and draw, point, match, and color are types of activities that work with young learners. Murphey (1992, p. 09), states that young learners will enthusiastically accept any kind of songs. It all depends on teacher’s imagination. He suggests different types of activities using songs, he classifies them as the following:

- Listen

- Sing, hum, whistle, tap, and snap fingers while listen

- Sing without listening to any recording

- Talk about the music

- Talk about the lyrics

- Talk about the singer/group

- Talk about video clips

- Use songs and music to set on change an atmosphere or mood

- Use of songs and music to create a social environment, from a feeling community, chance, make friends and lovers.
- Read about the production, performance, effect, authors, producers, audiences of music and song

- Use music in dreams

- Use music and song to make internal associations between the people, places, and times in our lives, so they become the personal soundtrack of our lives.

1.2.6. Songs and Language Skills

Using songs in classroom is considered as one of the best ways of teaching a foreign language. Consequently, they can develop and integrate the four basic skills. Lems (2001) states that “music can be used in the adult ESL learners to create learning environments; to build listening comprehension, speaking, reading, and writing skills; to increase vocabulary, and to expand cultural knowledge” (p. 1).

The ability to listen is very important in learning English. Tri (2017) says that songs can improve the listening skill because it is easy to get song and it can train our ears to listen. EFL students learn more and more by hearing the target language, even when they do not understand what is being to said. Tri (2017) states that listening to English songs can improve the pronunciation, because the native speaker will say the correct pronunciation and the listener can learn it correctly. Moreover, listening to songs improve mastery of vocabularies because the listener get more vocabulary from the song that hear.

Another skill that can be developed by using songs is the speaking skill as well as their pronunciation, vocabulary and fluency. Griffe (1992, p. 39) claims that ‘teaching English using songs has many advantaged for students in improving their pronunciation and also gives the knowledge about difference between pronouncing in British and American.’
Songs and lyrics also help learners to learn to read a language. Songs and lyrics are recommended as the basic material for reading lessons and help learners learn vocabulary. According to Frith (1985), children learn to read in three stages; the first one is visually recognizing words; the second; learning the correspondences between visual part (graphemes) and the spoken part of the word (phonemes); and the third stage is achieving visual recognition of the word. He suggests that songs may help and facilitate reading by improving the phonemic stage.

Further, the writing skills can be developed by using songs. According to Rixon (1990), songs help in developing writing skills in several ways, from taking notes of the song lyrics. He says ‘notes taken from the listening passage can be re-worked into full written form, and you do useful work on the differences between the spoken and the written form of the same information.’ (p. 117). Moreover, the student can work in small or individuals and rewrite the words of the song or interpret the story of the song (Rixon 1990).

1.2.7. The Psychological Effects of Songs

According to Robertson (2008) music with a ‘beat’ can stimulate your body, music with powerful melodies and harmonies performed with feeling can make you weep or cry out with joy, and music like fugues of Bach and Mozart can be mentally energizing. Film makers are very aware of the power of music. The movie “jaws” directed by the legendary Steven Spielberg proves that music is what brings tension to most scenes of the film, not the images. For instance, if there was different music accompanying the scenes of children playing in the sea, the footage could have easily been used for a travel agency advertisement. This proves that music influences the way people perceive things as well as the way they behave and it is used in many ways, even as a therapy.
Music therapy is an established psychological practice in which music is used to “achieve therapeutic goals” (“Music therapy“). Its beneficial effects have been supported by a vast amount of research published through, for instance, the Journal of Music Therapy or Music Therapy Perspectives promoted by the American Music Therapy Association (AMTA). According to the American Music Therapy Association’s website, it “improves the quality of life” and “music therapy interventions can be designed to promote wellness, manage stress, alleviate pain, express feelings, enhance memory, improve communication, and promote physical rehabilitation.

Music therapy is beneficial for anyone from children to elderly people, healthy or ill. It is not just classical music that is used for therapeutic purposes. All styles of music may have a healing effect. The AMTA website stresses that the individual’s preferences, circumstances and need for treatment, and the client or patient’s goals help to determine the types of music a music therapist may use.

Moreover, Holzknech (as cited in Degmar, 2008) mentions an experiment done in prison when trying to support his claim that music has a relaxing and soothing effect on people. In the experiment, music was used to dispel prisoners’ depression. This method was highly successful with the exception of felons who remained indifferent to the music. Music helps in many cases where spoken word and books failed.

The most important aspect of music therapy connected with the method of teaching vocabulary through music and music is also used in schools to improve students’ nonmusical areas especially physical coordination and communication skills, which are probably the most important skills when learning a language.
1.2.8. The Effect of Songs on Vocabulary learning and retention

Songs includes melodies, rhythms, beats and measured phrases that help learners to memorize vocabularies and grammatical structures; and they help them to understand the meaning. In lyrics the learners can find all the grammatical structures and also a great number of vocabularies. In this matter, Bartle (1962, p. 11) believes that:

Some songs lend themselves to the incidental revision of grammatical points or of verb tenses. Songs are a definite advantage in memorization of phrases construction, they are more easily learned and tend to ‘stich’ longer than straight-out grammatical examples.

According to Thornbury (2002), words are organized in human mind in what is called the mental lexicon which means that the vocabulary is stored in “highly organized and interconnected fashion. He believes that knowing a word includes knowing its form and its meaning. Both Harmer and Thornbury distinguish between receptive and productive knowledge. Thornbury (2002), writes that “receptive knowledge exceeds productive knowledge and generally -but not always- precedes it” (p. 15). However, Harmer (2006), points out that it is difficult to say which words that students know are passive and which are active.

A word that has been active through constant use may slip back into the passive store if it is not used. A word that students have in their passive store may suddenly become active if the situation or the context provokes its use. In other words, the status of a vocabulary item does not seem to be a permanent state of affairs.

Thornbury (2002), describes the following challenges that a learners of a second language face:
Making the correct connections, when understanding the second language between the form and the meaning of words.

- Including discriminating the meaning of closely related words.

- When producing language, using the correct form of a word for the meaning intended (p. 02).

Using songs to teach vocabulary, several conditions for teaching stated by Thornbury (2002), should be met. In lyrics, words usually appear in context, the sound of new words is easily remembered along with the melody of the song and by listening to the song, and students are exposed to the new words meaning times.

Songs are considered as an important factor inside any language classroom. They used to teach English in general and vocabulary in particular because lyrics are rich with lexis. They are sometimes deep and in other times enjoying and funny. Therefore, teachers find it as an effective technique to teach vocabulary.

**Conclusion**

To conclude, learning vocabulary is an essential aspect in teaching and learning a language because learning new words allows students enhance the language skills. Moreover, the process of learning and teaching new words requires very useful teaching strategies. Songs and lyrics are one of the best way to teach and learn foreign language. By using songs, students can develop their vocabularies and memorize them easily. Songs will serve as a source that reinforces the learner’ vocabulary, motivation and brings enjoyment and relaxation into the classroom atmosphere.
Chapter Two: The Effects of Songs and Lyrics on Vocabulary Learning and Retention

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**Introduction**

This study aims at finding the effect of songs as a strategy in developing the pupils’ vocabulary learning and retention. The intending of this chapter is to test the hypothesis set at the beginning of the work. Accordingly, it describes the choice of the method, the sample, the research design, and the procedures of data collection. It eventually statistically interprets the findings of each research phase.

**2.1. Choice of the Method**

The selection of the method of the investigation is imposed by the nature of the subject being investigated, i.e., it depends on the topic of the research, the aim to be achieved, the sample as well as the data collection. This research is entitled developing EFL vocabulary learning and retention through using English songs and lyrics, it aims at exploring the effect of songs on vocabulary learning. Furthermore, it investigate the effect of songs on the retention and memorization. For that, a quasi-experimental design was conducted in order to test the hypothesis.

The chosen method would be directed to answer the following questions:

Q1. Does the use of English songs with lyrics positively affect the development of learners’ vocabulary learning and retention?

Q2. Do students retain or memorize more vocabulary by the methodology of the songs better than the ordinary method?

As a result, it would either confirm or reject the following hypotheses:

H1. The use of English songs with lyrics can positively affect the development of learners’ vocabulary learning and retention.

H2. Students can retain more vocabulary by the methodology of songs with lyrics better than the ordinary one.
2.2. The Population and Sample

The target population of this study is chosen from second year pupils at Omar Ibn Elkhatab Middle School during the academic year 2017-2018. Out of four second-year groups, a group of thirty-two pupils has been chosen to be the sample, it makes both experimental and control participants with sixteen pupils in each subgroup.

2.3. The Research Design

The present research is a quasi-experimental design. There are two investigated groups, the experimental group and the control group. Furthermore, the study consists of two variables, one independent (songs and lyrics), and the other dependent (vocabulary learning and retention).

The quasi-experimental design was carried out with three phases: pre-test, treatment, and two post-tests. The schematic representation of the design is shown as follows:

![Figure 1: Research design](image-url)
2.4. Procedures

2.4.1. The Pre-testing

In the first session of the present study, both groups (the experimental and the control group) had the same pre-test. The test was used before the treatment period to evaluate pupils’ level. The pre-test was in form of written vocabulary tasks, composing of different activities: Matching and filling in the gaps. The tasks are composed of 40 vocabulary items related to “Me and My Health” unit.

2.4.2. The Treatment

After finishing the pre-test, 90 minutes were given for each session of treatment per week over the period of the study. The treatment period was about the same sequence which is “Me and My Health”.

2.4.2.1. The Experimental Group Treatment

In the period of treatment, the experimental group was exposed to activities entailing listening to songs with their lyrics on the screen. The first session introduced body parts lesson with “My body parts” song. It was related to the theme of health. At the end of the session, pupils were asked to name the parts of the body. In the second session, pupils were exposed to another song accompanied by written lyrics were related to the same theme, it was entitled “healthy food and junk food”. At the end of this session pupils, knew the healthy and the junk foods and their names. The same thing was done in the last session. Another song entitled “My Health Problems” was played, to teach them different illnesses. The three songs are taken from YouTube.

The table 1 below represents the schedule of all the session of the experimental group took during the treatment period.
<table>
<thead>
<tr>
<th>Session</th>
<th>Lesson</th>
<th>Extra activities</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My body parts song</td>
<td>Identify the different parts of the human’s bodies</td>
<td>90 Minutes</td>
</tr>
<tr>
<td>2</td>
<td>Healthy food and junk food</td>
<td>Classify food into two types</td>
<td>90 Minutes</td>
</tr>
<tr>
<td>3</td>
<td>My health problems</td>
<td>Recognize sicknesses that may affect our health</td>
<td>90 Minutes</td>
</tr>
</tbody>
</table>

**Table 1: Schedule of the Experimental Group Session**

### 2.4.2.2. The Control Group

In the control group, pupils were taught the same vocabularies in the ordinary way without integrating any music or song using the same content, i.e., the lyrics free from songs.

### 2.4.3. The post-test

In this phase, two post-tests are conducted. The first post-test is to examine the effect of using songs on vocabulary learning. After two weeks, a second post-test was administered to see whether pupils still remember the words or not, i.e., examine their vocabulary retention.

The first post-test is different from the pre-test in the sense that some tasks are structural differently from the ones of the pre-test, but they target the same lexical
register. It is composed of different activities: Matching, Fill in the gaps, and odd one out. The post-test is delivered for both experimental and control group.

The second post-test is the same as the first post-test. It is composed of the same patterns of activities. It is administered two weeks after the first post-test. The scores of the pre-test/post-test and post-test1/post-test2 of both groups have been compared to see if there is a difference in scores between the two groups. Thus, an impact of the independent variable on dependent one would be noticed.

2.5. Result Findings

This section presents the statistical analysis of the study. It start with revealing the results of the vocabulary tasks used in the pre-test and the two post-tests, and ends with the discussion of the research findings.

2.5.1. Control Group Pre-test vs. Experimental Group Pre-test

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Pre-test</th>
<th>Experimental</th>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Group</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>1</td>
<td>7.5</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>2</td>
<td>8.5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>8.5</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>7.5</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>
Table 2. Participants’ Scores in the Pre-test

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 | 6.5 | 9 | 6 |
| 10 | 6 | 10 | 5 |
| 11 | 9.5 | 11 | 13 |
| 12 | 10 | 12 | 7.5 |
| 13 | 5.5 | 13 | 6 |
| 14 | 8 | 14 | 9 |
| 15 | 5 | 15 | 8 |
| 16 | 9 | 16 | 8.5 |

Sum = 118.5  
Mean = 7.406

Sum = 124  
Mean = 7.75

Figure 2. Pre-test Scores Distribution.

Table 2 and figures 2 represent the pre-test scores of the experimental and the control groups. The experimental group with a mean (pre)= 7.406 and the control group with a
mean (pre)= 7.75. It is noticed that both groups have approximately the same mean. Besides, the minimum score for the control is (3) and for the experimental group is (5). Whereas, the maximum score for the control group is (10) and for the experimental is (13).

In order to confirm these results, the independent sample t-test is used to find whether or not there is a statistically significant difference between students’ level in the pre-test for both groups.

<table>
<thead>
<tr>
<th></th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.097</td>
<td>.757</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.45</td>
<td>29.9</td>
</tr>
</tbody>
</table>

Table 3. Independent Sample T test

The total number of both participants from both groups is thirty-two. Therefore, when entering at t table a degree of freedom at 30 and the level of probability at (0.05), we get the critical t value of (2.02). The t calculated is (0.459), so:

0.459 < 2.02 → \( t_{\text{calculated}} < t_{\text{observed}} \)

After comparing the results, we accept the null hypothesis, which in turn confirms the non-significant difference between the experimental and control group in the pre-test.
As a result, students in both groups have approximately the same level concerning vocabulary learning.

### 2.5.2. Experimental Group Pre-test Vs. Experimental Group Post-test$_1$

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Pre-test</th>
<th>Post-test$_1$</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7.5</td>
<td>11</td>
<td>3.5</td>
</tr>
<tr>
<td>2</td>
<td>8.5</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>11.5</td>
<td>5.5</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>11</td>
<td>10.5</td>
<td>-0.5</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>7.5</td>
<td>9</td>
<td>1.5</td>
</tr>
<tr>
<td>13</td>
<td>6</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>9</td>
<td>10.5</td>
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</tr>
<tr>
<td>15</td>
<td>8</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>8.5</td>
<td>11</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Sum = 124  
Sum = 187.5  
Sum = 63.5  
Mean = 7.75  
Mean = 11.718  
Mean = 3.968

**Table 4.** Experimental Group’s difference Scores between the Pre-test and Post-test$_1$

It is observed that the experimental group scores in the post-test$_1$ are higher than the scores of the pre-test. The mean of the pre-test is (7.75), the mean of the post-test$_1$ is
(11.718), and the mean difference is (3.968). The results show that there is a significant change from the pre-test to the post-test$_1$. In order to examine the level of improvement from the pre-test to the post-test$_1$ in the experimental group, this means that there is a positive effect of the independent variable on the dependent variable.

**Figure 3.** Experimental Group Scores Differences.

<table>
<thead>
<tr>
<th>PairedSamples Test</th>
<th>PairedDifferences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviatio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. ErrorMean</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
<td>Experipost1 - ExperiPRE</td>
<td>3.968</td>
<td>2.55257</td>
<td>.63814</td>
</tr>
</tbody>
</table>

**Table 5.** Paired Sample T test

The degree of freedom is (15), and the level of probability is $p = 0.05$. Consequently, the $t$ value would be 2.131. So, in comparing the $t_{\text{statistic}}$ and the $t_{\text{table}}$:

$6.219 > 2.95$.

The acquired value of $t$-test allows for accepting the main hypothesis and rejecting
the null hypothesis. In other words, the treatment (using songs and lyrics) had a significant effect on the experimental group. Hence, it is concluded that using songs and lyrics has significant effect on students’ vocabulary Learning.

### 2.5.3. Control Group Pre-test Vs. Control Group Post-test$_1$

<table>
<thead>
<tr>
<th>Control group</th>
<th>Pre-test</th>
<th>Post-test$_1$</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>5</td>
<td>-2</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>7</td>
<td>-3</td>
</tr>
<tr>
<td>3</td>
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<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>8.5</td>
<td>3</td>
<td>-5.5</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
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<td>-0.5</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>7.5</td>
<td>11</td>
<td>3.5</td>
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<tr>
<td>9</td>
<td>6.5</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>9.5</td>
<td>7.5</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>5.5</td>
<td>10</td>
<td>4.5</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>5</td>
<td>-3</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>4</td>
<td>-1</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>8</td>
<td>-1</td>
</tr>
</tbody>
</table>

Sum = 118.5  Sum = 124  Sum = 9.5  
Mean = 7.406  Mean = 7.75  Mean = 0.593

**Table 6.** Control Group Pre-test Scores Vs. Control Group Post-test$_1$ Scores
The control group scores of the post-test are higher than the scores in the pre-test. It is found that the pre-test mean is (7.406), and the post-test mean is (7.75). The mean difference is (0.593). Therefore, the difference between the pre-test and post-test is not significant, and the control group did not show significant improvement.

### 2.5.4. Experimental Group Post-test Vs. Control Group post-test

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Pos-test</th>
<th>Experimental Group</th>
<th>Pos-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>4</td>
<td>11.5</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>9.5</td>
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</tr>
<tr>
<td>7</td>
<td>8</td>
<td>7</td>
<td>10.5</td>
</tr>
</tbody>
</table>
Table 7. Experimental Group and Control Group Scores in the Post-test

<table>
<thead>
<tr>
<th></th>
<th>8</th>
<th>11</th>
<th>8</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>14</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7.5</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>14</td>
<td>10.5</td>
<td></td>
</tr>
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<td>15</td>
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<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>16</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

Sum = 124
Mean = 7.75

Sum = 187.50
Mean = 11.718

Figure 5. Experimental Group and Control Group Scores in the Post-test $t_1$.
The mean of the experimental group in post-test\textsubscript{1} is (11.718). Whereas, the mean of the control group in the post-test\textsubscript{1} is (7.75). From these results, we conclude that the experimental group result are higher than the control groups ones.

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene's Test for Equality of Variances</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>Equal variances assumed</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
</tr>
</tbody>
</table>

Table 8. Independent Samples Test

The total number of both participants from both groups is 32. Therefore, when entering at t table a degree of freedom at 30 and the level of probability at 0.05, we get the critical t value of 2.042. Evidently, the t observed is higher than the critical value: 6.437 > 2.042

The results show that t \text{statistics} > t \text{table}. This results lead to the rejection of the null hypothesis. In essence, there is 95% probability that the observed mean difference was due to the manipulation of the independent variable. Moreover, there is only 5% probability due to chance. Thus, the use of songs and lyrics has a positive effect on students' vocabulary learning.
### 4.5.5. Experimental Group Post-test1 Vs. Experimental Group Post-test2

<table>
<thead>
<tr>
<th>Experimental Group</th>
<th>Post-test&lt;sub&gt;1&lt;/sub&gt;</th>
<th>Post-test&lt;sub&gt;2&lt;/sub&gt;</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>9</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>11.5</td>
<td>12</td>
<td>0.5</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>10.5</td>
<td>10</td>
<td>0.5</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>14</td>
<td>-1</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>12</td>
<td>-1</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>15</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>12.5</td>
<td>-0.5</td>
</tr>
<tr>
<td>14</td>
<td>10.5</td>
<td>10</td>
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<tr>
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<td>14</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

Sum = 187.50    Sum = 191.5    Sum = 5

Mean = 11.718    Mean = 11.968    Mean = 0.3125

---

**Table 9.** Experimental group post-test1 vs. Experimental group post-test2
The Table shows that the mean of the experimental group in the post-test_1, the mean of the Post-test_2 is (11.968), and the mean difference is 0.312. The results reveals that the experimental group scores changed in the Post-test_2, but not in significant way.

<table>
<thead>
<tr>
<th>PairedSamples Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Experimental post-</td>
</tr>
<tr>
<td>test_2 – Experimental post-test_1</td>
</tr>
</tbody>
</table>

**Table 10.** Paired Sample T test

The table shows the t value is (1.74), the degree of freedom is (15), and the level of probability is (0.05). When entering the t table, the t critical is (2.131). So, in comparing the t statistic and the t table:

1.74 < 2.131
The number shows that the null hypothesis is accepted which in turn confirms the non-significant difference between the post-test\textsubscript{1} and the post-test\textsubscript{2} of the Experimental group. This means that learners have not scored less than post-test\textsubscript{1}, this indicates that they retain vocabulary items. As results, the Experimental Group participants have the same level in both post-test\textsubscript{1} and post-test\textsubscript{2}.

2.5.6. Control Group Post-test\textsubscript{1} Vs. Control Group Post-test\textsubscript{2}

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Post-test\textsubscript{1}</th>
<th>Post-test\textsubscript{2}</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>4</td>
<td>-3</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>9</td>
<td>2</td>
</tr>
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<td>6</td>
<td>9.5</td>
<td>9.5</td>
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<tr>
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<tr>
<td>8</td>
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<tr>
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<td>7.5</td>
<td>8</td>
<td>0.5</td>
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<tr>
<td>12</td>
<td>11</td>
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<td>-6</td>
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<tr>
<td>13</td>
<td>10</td>
<td>3</td>
<td>-7</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 11. Control Group Scores in the Post-test\textsubscript{1} and Post-test\textsubscript{2}

![Graph showing control group scores in Post-test\textsubscript{1} and Post-test\textsubscript{2}]

The mean of the control group in the pos-test\textsubscript{1} is (7.75), the mean of the post-test\textsubscript{2} is (7.656), and the mean difference is (3.343). Relying on these results, we conclude that the control group has the same level in the pos-test\textsubscript{1} and post-test\textsubscript{2}.

Table 12. Paired Sample T test
The table shows the $t$ value is (-1.28), the degree of freedom is (15), and the level of probability is (0.05). Therefore, when entering the $t$ table, the $t$ critical is (2.131). So, in comparing the $t_{\text{statistic}}$ and the $t_{\text{table}}$:

$-1.28 < 2.131$

The number shows that the null hypothesis is accepted which in turn confirms the non-significant difference between the post-test$_1$ and the post-test$_2$ of the control group. As results, the Control Group participants have the same level in both post-test$_1$ and post-test$_2$.

### 2.5.7. Control Group Post-test$_2$ Vs. Experimental Group Post-test$_2$

<table>
<thead>
<tr>
<th>Control Group</th>
<th>Post-test$_2$</th>
<th>Experimental Group</th>
<th>Pos-test$_2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>9.5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>8</td>
<td>11</td>
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<tr>
<td>10</td>
<td>13</td>
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<tr>
<td>11</td>
<td>8</td>
<td>11</td>
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</tr>
<tr>
<td>12</td>
<td>5</td>
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<tr>
<td>13</td>
<td>3</td>
<td>13</td>
<td>12.5</td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>
The mean of the experimental group in post-test$_2$ is (11.968). Whereas, the mean of the control group in the post-test$_2$ is (7.656). From these results, we conclude that the experimental group result are higher than the control groups ones. Therefore, the experimental group results have been changed and improved.

**Figure 8.** Control Group and Experimental Group Scores in the Post-test$_2$.

**Table 13.** Scores of the Control Group and the Experimental Group in the Post-test$_2$

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

Sum = 122 Sum = 191.5

Mean = 7.656 Mean = 11.968

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
</table>

Independent Samples Test

47
Table 14. Independent Samples Test

The total number of both participants from both groups is 32. Therefore, when entering at t table a degree of freedom at 30 and the level of probability at 0.05, we get the critical t value of 2.042. Evidently, the t observed is higher than the critical value:

\[ 5 > 2.042 \]

It is found that the t statistics > t table. This results lead to the rejection of the null hypothesis. In essence, there is 95% probability that the observed mean difference was due to the manipulation of the independent variable. Moreover, there is only 5% probability due to chance. Thus, the use of songs and lyrics has a positive effect on students’ vocabulary retention.

2.6. Discussion

The examination set above is done to fulfil certain goals and objectives. The first one was to find out whether songs and lyrics has a positive effect on developing learners’ vocabulary learning. The second is to examine the impact of songs on vocabulary retention. To achieve this aim, it is hypothesized that songs with lyrics can positively affect the development of learners’ vocabulary learning and on vocabulary retention.

The result we have obtained from this present study indicate the experimental group has achieved higher scores than the control group on the post-test1 measuring learners’ vocabulary learning. This significant improvement is because of the use of
songs. That is to say, using songs in teaching learners new vocabulary during the treatment period was effective since the experimental group performed better than the control group on the post test. In the post-test, learners still in the same level, they still remember the words after a period of two weeks after treatment. So that, Songs effect positively on vocabulary retention

The Non-significance of the control group improvement: the comparison between the scores of the pre and post-test shows that using the ordinary method in learning is not effective in developing vocabulary learning, the evidence is when we compare the pre-test and post-test means we found non-significance improvement. The pre-test mean is \( \bar{x}_{\text{pre}} = 5.41 \) and the post-test mean was \( \bar{x}_{\text{pos}} = 7.75 \), the difference between them was \( d = 0.57 \), there was no difference between them. To conclude by saying that teaching vocabulary through ordinary method has not been very helpful for learners to learn and memorize new words.

The significance of the experimental group scores: After treatments, the experimental group shows a significance improvement in post-test. The evidence is when we compare the mains of the pre-test and post-test scores, The pre-test mean is \( \bar{X}_{\text{pre}} = 7.57 \) and the post-test mean was \( \bar{X}_{\text{pos}} = 11.78 \). The difference was \( d = 3.96 \). The improvement is highly significant. Concerning the second the difference in means was \( d = 0.31 \) learners still remember the words. We can say that songs used in the treatment positively affect the development of vocabulary learning and retention.

Finally, the positive findings of the scores shows that using songs as a strategy in teaching vocabulary has raised the learners’ motivation to learn and memorize new words.

**Conclusion**

This chapter tackles many important parts starting with the method we applied, the sample, the research design, procedures, the results of the method and it ends with a discussion of the scores obtained. Consequently, the result shows that the experimental group have outscored the control group. The result confirmed the alternative hypothesis. Hence, providing songs with lyrics is intended helpful to develop learners’ vocabulary leaning and retention.
General Conclusion

The major aim of conducting this research is to investigate the effect of songs on developing vocabulary learning and retention at Omar Ibn El Khatab Middle School, in Constantine. From this aim, it is hypothesized that songs and lyrics affect positively the development of learners’ vocabulary learning and retention. In order to test this hypothesis a quasi-experimental design has been conducted. The experimental and control groups were pre and post-test. By analyzing the findings obtained through the experimental study followed in this research, the experimental group participants have developed their vocabulary knowledge compared to the pre-test, also they can remember the vocabulary after a period of time. This means that the alternative hypothesis is valid (the use of songs positively affects learners vocabulary learning and retention. Therefore, it is undeniable that songs and lyrics is effective strategy to develop vocabulary learning and retention that is way it should be applied in classroom.

Pedagogical Implications

The present study has shown up the effect of songs on learners’ vocabulary learning and retention related to the health theme. This strategy has the following advantages:

1. The results show that there is a progress on pupils’ vocabulary learning through songs. This indicates that songs are an affective teaching strategy that teachers have to adopt while they teach vocabulary.

2. Songs is one strategy that can provide opportunity for learners to learn vocabulary in a relaxed way.
3. Songs can be a great strategy to distinguish and learn pronunciation.

4. Motivation is a key element in learning. Thus, when teachers use songs as a teaching strategy they increase students motivation to store the words that they have learnt.

**Limitations of the study**

Throughout the process of conducting the quasi-experimental study, a number of obstacles have appeared along the way. The First is lack of needed tools for representing songs, namely the data show. The second is the time constraints. The important aim of using song is to help learners to develop the vocabulary, store and memorize new words. So providing a long treatment period can help learners to learn and memorize a large number of words. Another, limitation is the number of participants and access to students.

**Suggestions for Further Research**

Further research topics may include the following: Investigating the use of songs and lyrics to raise students’ grammar achievement. Using songs to improve students’ speaking skills, to see whether or not songs effect positively the speaking skills, pronunciation and performance. Also, examining the impact of songs on foreign classroom anxiety, how can songs decrease anxiety in classroom. Another research topic, is a descriptive study in which the researchers deliver a questionnaire to students to explore learners’ opinions towards using songs in classroom.
REFERENCES


http://gsFanshawec.ca/tlwm/.


APPENDICES

Appendix A: The Pre-test
Appendix B: The post-test1
Appendix C: The post-test2
Appendix A: The Pre-test

Activity N 1: Match each word with the appropriate part of the body
**Activity N 2:**

Match the following words with their meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness</td>
<td>1. Something that has grown or growing</td>
</tr>
<tr>
<td>Energy</td>
<td>2. The state of being grossly fat or overweight</td>
</tr>
<tr>
<td>Strength</td>
<td>3. An activity involving physical exertion and skills in which an individual or team competes against another or others for entertainment</td>
</tr>
<tr>
<td>Illness</td>
<td>4. The Quality or state of being strong</td>
</tr>
<tr>
<td>Diet</td>
<td>5. The condition of being physically fit and healthy</td>
</tr>
<tr>
<td>Obesity</td>
<td>6. Abnormally or extremely active</td>
</tr>
<tr>
<td>Sport</td>
<td>7. Pre-prepared or packaged food that has low nutritional value</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>8. A special course of food to which a person restrict themselves, either to lose or for medical reasons</td>
</tr>
<tr>
<td>Growth</td>
<td>9. The strength and validity required for sustained physical or mental activity</td>
</tr>
<tr>
<td>Junk food</td>
<td>10. A disease or period of sickness affecting the body or mind</td>
</tr>
</tbody>
</table>
Activity N 3:

Fill in the gap with the appropriate word

Fiber, weight, fat, sugar, exercise, disease, energy, fatty, energy balance, diet.

It’s important for people to eat as much as they need to give them………….. If they eat too little or wrong food they won’t have enough energy. If they eat too much, they will need more…………. , otherwise they will put on……….. When we eat the correct quality of food for the exercise we take, we call this the ………………..

…….. is very high in calories, and so is no help at all in keeping energy balance. It has also been linked with heart ……….. , and many experts believe that eating less would help to reduce it.

Sugar isn’t good for the energy balance either. The only value of ………. is to provide energy, and can get that from other foods. There’s no doubt that too much ……… makes you fat.

Fiber, on the other hand is something that we eat too little of. One of the simplest ways of eating more fiber is to eat more bread. Potatoes are good, too, like bread.

So eat less ……….. food (sweets, chocolate, jam) and eat more ……….. food (Bread, potatoes, past, fresh fruits).
Appendix B: The Post-test1

Activity N 1: Circle and write the parts of the body

…………………..            ……………………..            ……………………..            ……………………..
…………………..            ……………………..            ……………………..            ……………………..
…………………..            ……………………..            ……………………..            ……………………..
…………………..            ……………………..            ……………………..            ……………………..
…………………..            ……………………..            ……………………..            ……………………..
**Activity N 2:** put the words in their correct place

Headache, Toothache, Bruise, Sneeze, Stomachache, Sunburn, Thermometer, Fever, Cough, Bloody nose

1- …………….: A pain in a person’s stomach or belly

2-………………: A continuous pain in the head

3-………………: An abnormally high body temperature

4-………………: Reddening, inflammation, and, in severe cases, blistering and peeling of the skin caused by overexposure to the ultraviolet rays of the sun.

5-………………: An instrument for measuring temperature.

6-………………: Bleeding from the blood vessels of the nose

7-………………: Pain in a teeth or tooth

8-………………: An injury appearing as an area of discolored skin on the body, caused by a blow or impact rupturing underlying blood vessels.

9-………………: Expel air from the lungs with a sudden sharp sound.

10-…………….: make a sudden involuntary expulsion of air from the nose and mouth due to irritation of one's nostrils
Activity N 3:

1) Odd one out:

1- Chocolate bars…Chips…Fruit…Cookies…Hot dogs.

2- Broccoli…Rice…Soda…Beans…Eggs.

3- Apple pie…Salty fries…Pizza…Nuts…Candy.

4- Vegetable…Yogurt…Fruits…Candy…Fish

2) Classify these words on the table

<table>
<thead>
<tr>
<th>Healthy food</th>
<th>Junk food</th>
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</thead>
<tbody>
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</table>
Appendix C: The Post-test2

Activity N 1: Circle and write the name of the food in the pictures

Salty fries
S rabbit
Fish broccoli
Rabbit egg
Soda
Igloo
Potato chips
Cheese stew
Meat
Chocolate
Activity N 2: put the words in their correct place

Elbow, wrist, toes, thigh, knee, neck, nose, eyes, hair, mouth, foot, shoulders, hand, ankle, chest, fingers, arms, ears, legs, head

The principle parts of the human body are: The head, the trunk and the limbs. We have the......... in our head. Inside the.......we have the brain. We think with our brain. We see with our ........ . Between the eye and the mouth, we see the........ . We smell with our nose. The mouth has lips, teeth, and tongue. On both sides of the head we find the ........ We hear with our ears. The ........ joins the head to the trunk. In our trunk, we have the ........ Inside it we find the heart and the lungs. We have four limbs: two ............ and two........ . The principle parts of the arms are: the ............... , the ............ and the............. . The hand have five ................. . The principle parts of the leg are: the........... , the............... , the....... the............. , the........... and the...........
**Activity N 3**: Odd one out:

2. Fever, sunburn, cough, thermometer.
3. Thermometer, guitar, test tube, stethoscope.
5. Sneeze, Bloody nose, bruise, hospital.
6. Pain, ache, allergy, soreness
Résumé

Développer un arrière-plan de vocabulaire adéquat est l'une des principales préoccupations des apprenants de deuxième et de langue étrangère. En conséquence, les enseignants doivent être soucieux d'adopter des méthodes et des techniques d'enseignement utiles qui faciliteraient le processus d'apprentissage et de rétention du vocabulaire. Cette étude vise à étudier l'effet de l'utilisation de chansons avec des paroles comme une stratégie sur l'apprentissage du vocabulaire dans le cas des élèves de deuxième année à Omar Ibn Elkhatab Middle School, Constantine. Afin de tester l'hypothèse que l'introduction de nouveaux éléments de vocabulaire via des chansons et des paroles stimulerait l'apprentissage et la rétention du vocabulaire des élèves, un design quasi-expérimental a été choisi pour les deux. Le groupe expérimental et le groupe témoin ont été pré-testés pour enregistrer leur performance avant tout traitement. Le groupe expérimental a reçu un traitement de trois chansons liées au thème, moi et ma santé, tandis que le groupe témoin a été enseigné de manière conventionnelle. Ensuite, deux posttests ont été administrés ; le premier à la fin du traitement pour mesurer les progrès des élèves à travers la méthode mise en œuvre, les deux autres semaines plus tard pour voir s'ils se souviennent encore de ce qu'ils ont appris. Les résultats montrent que contrairement au groupe témoin, le groupe expérimental a enregistré une signification statistique entre les résultats pré et posttest. En d'autres termes, l'utilisation de chansons avec paroles a eu un impact positif sur l'apprentissage et la rétention du vocabulaire des élèves. Finalement, il est recommandé de mettre en œuvre une telle technique dans la pratique quotidienne des enseignants pour motiver l'apprentissage et améliorer leurs résultats scolaires.
الملخص

إن تطوير خلفية مناسبة للمفردات هو أحد الاهتمامات الرئيسية لمتعلمي اللغة الثانية والأجانب. وبناءً على ذلك، يجب أن يهتم المعلمون بتبني طرق وأساليب التدريس المفيدة التي من شأنها تسهيل عملية تعلم المفردات واستبقائها. تهدف هذه الدراسة إلى التحقق من تأثير استخدام الأغاني مع كلمات كاستراتيجية لتعلم المفردات في حالة التلاميذ في السنة الثانية في مدرسة عمر بن الخطاب المتوسطة، قسنطينة. من أجل اختبار الفرضية القائلة بأن إدخال مفردات جديدة من خلال الأغاني والأغاني من شأنه أن يعزز تعلم المفردات واستبقائها، فقد تم اختيار تصميم شبه تجريبي لتجربة.

تم اختبار كل من المجموعة التجريبية والضابطة مسبقًا للتسجيل أداءها قبل إعطاء أي علاج. تلقت المجموعة التجريبية علاجًا بثلاث أغاني متعلقة بالموضوع، أنا وصحتي. في حين تم تدريس مجموعة السيطرة بشكل تقليدي. بعد ذلك، تم إجراء اختبارين بعد الاختبار الأول في نهاية العلاج لقياس مدى تقدم التلاميذ من خلال الطريقة المنهذة، وبعد أسبوعين أخرين لمعرفة ما إذا كانوا لا يزالون يتذكرون ما تعلموه. تظهر النتائج أنه على عكس المجموعة الضابطة، سجلت المجموعة التجريبية أهمية إحصائية بين النتائج السابقة وبعد الاختبار. بعبارة أخرى، كان استخدام الأغاني مع كلمات الأغاني تأثيرًا إيجابيًا على تعلم المفردات واستبقائها. وفي نهاية المطاف، يوصى بتنفيذ هذه التقنية في ممارسة المعلمين كل يوم لتحفيز التعلم وتحسين إنجازهم الأكاديمي.