Enriching vocabulary via songs and poems in teaching English as a foreign language

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This paper disseminates the research findings of a study carried out in Greece, which investigated the effectiveness of songs and poems on promoting vocabulary development in foreign language teaching. The data presented here is drawn from senior high school learners, in a Greek state school, aged between 15 to 16 years. Several research tools were used as the main instruments for the collection of data, (i.e., vocabulary knowledge tests and questionnaires) which ensured quantitative interpretation of results, while an observation checklist unearthed a qualitative analysis of the accrued findings. The analysis of the results revealed significant improvement regarding students' vocabulary knowledge and vocabulary skills.

Keywords: Song and poem-based tuition, Lexical improvement, Teenage students, Authentic material, EFL classroom

1. Introduction

Vocabulary acquisition seems to be of utmost importance in foreign language learning, since insufficient vocabulary knowledge in a second language impedes successful communication. It is argued that the more words a learner knows the more language competent one becomes (Schmitt, 2000). Additionally, vocabulary is deemed an essential component of language proficiency that paves the way in facilitating the learners to manage to use the four skills successfully in a foreign/second language. In this sense, the extensive use of lexical items enables learners to interact adequately both in the oral and written medium (Richards & Renandya, 2002). In other words, useful input turns into a productive one facilitating learners to acquire knowledge of the world and to interact in diverse social settings (Kalaitzi, 2020). This focal role of vocabulary in language learning has urged academics to explore the totality of lexical repertoire of English as an FL in various levels as well as the hourly intake of lexis by students. In this vein, Roghani (2017) has tabulated the number of words that students can learn in English as an FL referring to each level of the CEFR (2001) as follows:

CEFR level	Approximate written vocabulary size	Approximate generative task equivalent
A1.1	750	250-350
A1.2	1100	350-500

A2.1	1650	500-750
A2.2	2200	750-1000
B1	2800	1000-1300
B2	3300	1300-1500
C1	4000	1500-1800

Table 1. Productive vocabulary knowledge and CEFR levels (Taken from Roghani, 2017).

The above figures seem to be in line with the estimates presented by Milton and Alexiou (2009) regarding the vocabulary amount, which corresponds to each CEFR (2001) level. Moreover, it should be stated that Cameron (2001) reckoned that the average speed of word uptake per hour can be set at 4 words referring to the young learners' classroom.

Having stressed the importance of vocabulary, it should be mentioned that learners' growth in vocabulary can be achieved through vocabulary activities that introduce language in a meaningful and memorable context; helping, thus, the learners to avoid frustration (Folse, 2004) or demotivation. According to research, songs and poems can be great educational tools that can yield a positive effect on the acquisition of a Foreign/Second language (FL/SL, henceforward) and the lexical evolution of students (Ahmad, 2014, Al-Bakri, 2019 Kusnierek, 2016, Tegge, 2015, Tsaroucha, 2020). This study investigates the effectiveness of a song and poem-based component on boosting the lexical growth of teenage students in the EFL classroom.

2. Theoretical background

Having highlighted the contribution of the acquisition of a plethora of lexical items to the learners' independence in their FL performance, the next section will focus on enhancing their vocabulary through songs and poems.

2.1 Vocabulary development through songs and poems

The importance of songs and poems for a variety of pedagogical purposes such as teaching and acquiring vocabulary items and chunks has been highlighted by previous studies (Aquil, 2012; Claerr & Gargan, 1984; Kerekes, 2015). The main argument supporting these genres is that songs and poems as authentic materials offer learners the opportunity to deal with real life language; thus, exposing them to genuine cultural and linguistic elements by capitalising on their enormous content (Titus, 2017), while, at the same time, the acquisition of novel lexis and the development of linguistic skills are highly advanced. Learners become familiar with the target language particularly in acquiring vocabulary, while the whole learning process becomes meaningful and successful for the language learner (Ruiz, 2015).

Another aspect that cannot be overlooked is the fact that music and songs are a natural component of people's everyday life due to their universal use and are a germane trait of many cultures and societies, which makes them easily accessible to learners. The powerful rhythm and lyrics of songs can conjure a wide range of feelings (McDermont & Hauser, 2005) enabling teenage learners to define and create their identity through them (North, Hargreaves & O'Neill, 2000). Furthermore, senior High school learners have displayed a profound fondness of songs over other text genres, as songs are deemed more entertaining and stimulating by teenagers (Bjorklund, 2002; Ludke, 2010).

A host of studies regarding the contribution of songs and poetic lyrics to the acquisition of an FL have revealed that learners' intrinsic motivation for language learning is highly augmented (Tsaroucha, 2019, Tziotzou, 2013, Vlachou, 2018) claiming that these educational tools can provide a calm and familiar atmosphere which decreases levels of anxiety and stress. A combination of sentimental tunes

and powerful lyrics contribute to learners being more concentrated; thus, increasing their ability to process comprehensible input easier. In other words, learning which takes place in a pleasant and relaxing environment can lower anxiety and boost learners' linguistic skills and confidence towards the target language, since students' focus and attention can be intensified (Farmand & Pourgharib, 2013; Ulate, 2007).

Songs and poems seem to strengthen learners' memory of new lexical items and standard word structures as well as everyday expressions (Chan & Fang, n.d; Fabb 2015; Foncesa; 2000; Lake, 2002; Murphey, 1990), owing to their ample content of rhyme, stress and repetitive patterns, which trigger the enhancement of the mastery of these forms and empower students to employ lexical items in appropriate contexts. Seemingly, the poetic genre incorporates many alliterations, triggering the learners' memorization of new FL words (Kanonidou & Papachristou, 2018).

Moreover, the repeated linguistic structures of songs enable learners to achieve language awareness which then speeds up linguistic amelioration. When this unconscious learning mechanism is activated, students become fluent and produce language incessantly (Gatbonton & Segalowitz, 1988), laying out the foundation for constructive input; therefore, they proceed from the receptive phase to the productive one. In other words, the subliminal stimuli induced by the repetitive nature of the songs is the collateral of boundless learning, while learners' cognition is also increased. Moreover, the everyday linguistic items found in songs prepare students for real life oral communication, strengthening their linguistic repertoire (Papantoni, 2021).

Consequently, the use of songs has become a common practice as a teaching method for many teachers (Kusnierek, 2016). In the same vein, Ength (2013) postulates that the effectiveness of songs on vocabulary learning has been unravelled. On the other end of the spectrum, there are contradictory feelings about implementing songs in the EFL classroom. Many language teachers are reluctant to use songs in their teaching practices considering them to be inappropriate teaching materials which serve only entertainment purposes and may distract the students rather than enhance their interest in the lesson (Kanonidou & Papachristou, 2018).

Another argument levelled against songs and poems is a lack of knowledge on the part of the teacher regarding the implementation of these means in the teaching and learning process (Segal, 2014). Nevertheless, many empirical studies claim that there is a need for further studies on that matter. Specifically, there are few studies on how effectively poems can promote second language learning and students' positive attitudes towards learning.

3. Research methodology

Having presented the significance of lexical ability in the successful students' performance in the FL and its enhancement through poem and song-based tuition, this part will elaborate on the research methodology of the current study.

3.1 Purpose of the study

This research, which is part of a more extensive one (Papantoni, 2021) that investigated the efficacy of the song and poem-based framework in students' lexical acquisition and motivation increase, aims at exploring the effectiveness of songs and poems on senior Greek lyceum students' vocabulary development. In this vein, the subsequent research questions were articulated:

1. To what degree do songs facilitate vocabulary acquisition in teaching English as an FL?
2. Do poems advance lexical acquisition in teaching English as an FL?

3.2 Participants

The participants involved in this study were two groups of 23 students each. In total forty-six first year high school students from a state school in central Greece attended the intervention lessons revolving around poems and songs. A very high percentage of the students mastered only the Greek language and only three learners were bilingual. For most learners the language level varied from B2 to C1 level in agreement with the upper intermediate level determined by the common European Framework (CERF, 2018). All students provided information about their gender. Twenty-four of them (52,2%) were male, while 22 (47,8%) were female (Table 2, Figure 1).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	24	52,2	52,2	52,2
	Female	22	47,8	47,8	100,0
	Total	46	100,0	100,0	

Table 2. Gender information (Taken from Papantonti, 2021).

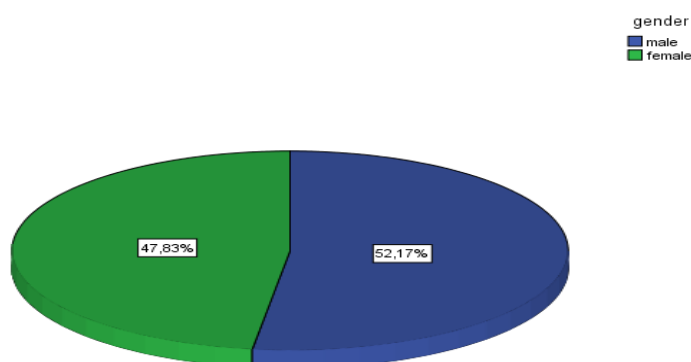
Figure 1. Gender percentages (Taken from Papantonti, 2021).

3.3 Research methodology

The implemented research tools were both quantitative (a needs analysis questionnaire, a post questionnaire, and a pre and post-test assessing vocabulary improvement) and qualitative (an observation checklist). Additionally, the students attended six lessons (that is, three songs and three poems incorporating vocabulary related activities). This paper will focus only on parts of the quantitative instruments. More specifically, specific items from the two questionnaires will be put under the lens. Furthermore, the pre and post-test will be meticulously elaborated on in order to establish the verification of the research questions or lack thereof.

3.3.1 The questionnaires

A needs analysis questionnaire as well as a post evaluation questionnaire were designed in order to collect the appropriate data regarding students' stances concerning vocabulary assimilation by means of the song and poem component. The questionnaire was chosen as a research tool on account that it is easy for researchers to formulate precise questions, and moreover, through this instrument lucid

findings are collected (Dörnyei, 2003 cited in Anastasiadou, 2014). They also keep the researcher's involvement to a minimum, which could undermine the objectivity of the research results (Koufopoulou & Karagianni, 2021). Another important trait of the questionnaires is that they ensure confidentiality protecting the respondents' anonymity; therefore, reinforcing their reliability as research tools compared to other research instruments, in which the participants could be influenced by the research conductor (Cohen et al., 2007).

The needs analysis questionnaire was administered prior to the study and consisted of three main sections, which used items linked to the research questions. In section I, the participants had to complete personal information either by filling in missing information or by checking appropriate boxes. Section II included 11 Likert scale questions which addressed the participants' general perceptions about songs and poems and their opinions concerning their use in the EFL teaching milieu (Appendix I-A). In the third section (Appendix I-B), the learners were given 10 different vocabulary learning strategies and had to rank them according to their preferences (Figure 2). This section ended with a non-obligatory open-ended question in which respondents had the opportunity to express other means of learning FL lexis (total number 21 questions).

Likewise, the post evaluation questionnaire (Appendix II) was distributed after the completion of the song and poem-based intervention lessons to evaluate whether there was a significant difference in learners' vocabulary development. It consisted of 12 close-ended questions on a five-point rate level of agreement alternating from "strongly agree to strongly disagree". The questions were related to lexical amelioration, vocabulary activities along with the impact of song and poem-based framework (Papantoni, 2021).
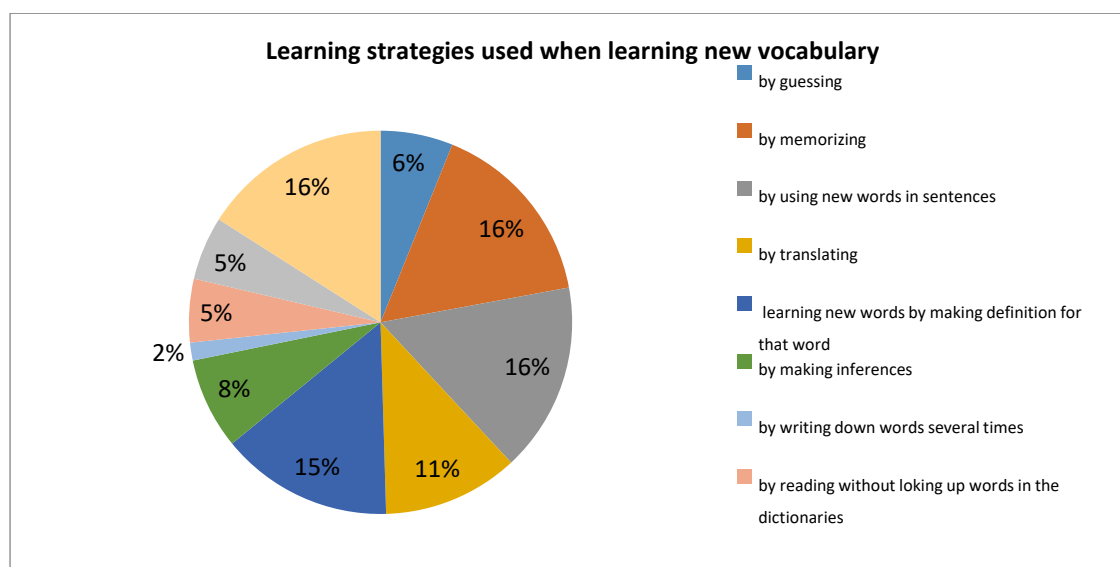

Figure 2. Learners learning strategies for vocabulary learning (Taken from Papantoni, 2021).

3.3.2 Pre-post vocabulary test

A pre and post intervention vocabulary test was designed prior and after the implementation of the lessons in order to collect factual data that determine learners' vocabulary knowledge. The vocabulary level tests (VLT) are appropriate as a methodological tool in order to measure vocabulary size from a number of words correctly selected by the learners (Laufer & Nation, 1995). The vocabulary tests consisted of 38 items containing a wide range of relevant lexis. More specifically, it consisted of 3 parts: the first one (25 items) involved multiple choice statements, the second one consisted of 6 items asking the students to "find the odd word out", while the third one comprised 7 gap-completion

sentences. The participants were asked to fill in the appropriate vocabulary components, while each correct response was awarded one point. More specifically, the pre-test attempted to define the learners' familiarisation with thirty-seven pre-determined words, which were incorporated into the song lyrics and the poetic verses. It should be mentioned here that both the songs and poems contained unknown vocabulary. The post-test included the same items seeking to identify whether the participants had acquired the new words.

3.3.3 The intervention

The intervention involved two different types of language input, namely listening and reading *input* using songs and poems respectively. Each lesson lasted two teaching sessions (i.e. 90 minutes). There were six intervention lessons in total including three lessons with authentic poems and the remaining three with pop songs. The tasks carried out in each lesson were designed taking into consideration the results from the needs analysis questionnaire regarding the kind of learning strategies students use when dealing with new lexical items (Figure 2). All students grappled with novel words via diverse tasks including brainstorming, visual aids and mind maps of the vocabulary under investigation in the pre phase, vocabulary clustering and word classification according to proper connotations in the 'while' stage along with group and pair work mostly in the post stage.

Particularly, one of the song-based lessons was designed around Adele's (Adele & Epworth, 2011) song "*Rolling in the deep*". The teacher planned assorted activities for all the stages that the lesson was divided into. Starting with the pre-listening stage, a mind map activity with different words included in the lyrics of the song was given to the students in order to introduce the song theme. Students then had to guess the content of the song theme and think of a title which they would write in the inner circle of the mind map. By doing so, learners' prediction and inference skills were enhanced. Furthermore, to activate background schemata (Rost, 2016) the participants answered questions revolving around the song topic and reported their answers to their classmates. Reaching the while listening stage, learners listened to the song and filled in the blanks with appropriate lexical items. In this activity learners listened for specific words in the song and were exposed to bottom-up listening (ibid, 2016). The aim of the three following activities was to help the learners to reinforce and recognize specific lexical items by working with definitions, matching and replacing words in bold with words with similar meaning. In the last stage, the students had to take some points into consideration and develop a short form of writing on a topic pertaining to the theme song and voice their answers to their fellow students. The last activity involved asking learners to imagine the story behind the lyrics of the song by using their imagination and producing a written story. In the end, students voted for the best story.

The poem "*Thermopylae*" (Kavafis, 1903) was selected for the poem-based lesson, as it is related to unit 3 of the course book (English 1 of Greek Lyceum (Greek: Αγγλικά 1 Γενικού Λυκείου, Νίκα & Παπαδημητρίου, 2017). The first stage familiarised learners with the poem topic through inferring and brainstorming. In the 'while' stage, the participants were assigned a matching activity with the aim of promoting their capacity to decipher vocabulary. Next, they enriched their lexical repository by means of hard focus reading and word clustering. The third stage encouraged writing, since the students were assigned to produce a letter focusing on the main points of the poem.

3.4 Data analysis

All data analyses were conducted through the SPSS version 22.0.0. More specifically, in order to test the findings of the questionnaires the Cronbach's Alpha index was employed as a means of measuring internal stability, to gauge whether the pre and post assessment questions were reliable or not. The Wilcoxon signed ranks test was conducted to compare the hypothetical means of the pre

questionnaire to the mean values of the post questionnaire and to analyse their significance. Moreover, this type of test is acknowledged most appropriate for findings collected by means of ordinal Likert scale (Tzotzou, 2013). Finally, a paired samples *t*-test was used to compare and contrast the pre- and post-vocabulary test grades in order to identify any lexical improvement or lack thereof.

4. Presentation and discussion of the results

The results derived from the mixed research method approach helped the researchers to obtain data, evaluate them and draw some observable outcomes regarding the instruction of song and poem-based lessons. Based on the findings of the analysis of the questionnaires as well as the pre and post-test, the researchers will attempt to reassess the research questions and see if they were validated.

4.1 Presentation and discussion of the findings collected from the questionnaires

The primary preoccupation of the researchers was to ensure the reliability of the questionnaires and so Cronbach's alpha index was implemented to monitor the reliability of the items for both the pre- and post-evaluation questionnaire (Tables 3, 4). A minimum alpha coefficient greater than 0.65 is acceptable, whereas a coefficient higher than 0.8 is highly appreciated denoting significant reliability.

Cronbach's Alpha	N of Items
,901	11

Table 3. Reliability Statistics (Taken from Papantoni).

Regarding the Pre-questionnaire, **Cronbach's alpha index** reached 0,901 of the11 items. So, it can be argued that the totality of the questionnaire has high reliability research wise (Appendix I-A).

Cronbach's Alpha	N of Items
,655	12

Table 4. Reliability Statistics (Taken from Papantoni).

In table 4, Cronbach's alpha index for the post-evaluation questionnaire equals 0,655 of the 12 items. In this sense, the post-evaluation questionnaire is acceptably reliable (Appendix II).

The Wilcoxon signed ranks test was implemented as it is deemed appropriate for findings gathered via an ordinal Likert scale (Tzotzou, 2013)**.** The statistical findings of both questionnaires are introduced in Table 5 in which only six items out of the twelve will be elaborated on, since the remaining ones focused on motivation.

Paired sentences		Mean Difference	p-value	Statistic Significance
Pair 1	Poems created a positive learning environment - Poems will create a positive learning environment	0,5435	0,000	ss
Pair 2	I really prefer learning vocabulary through songs - I prefer learning vocabulary through songs	0,5000	0,001	ss
Pair 3	I really prefer learning vocabulary	0,8913	0,000	ss

	through poems - I prefer learning vocabulary through poems			
Pair 4	The lyrics of the songs helped me to remember new vocabulary better - It is easier to learn new words through the lyrics of a song	-0,2391	0,104	nss
Pair 5	The verses of the poems helped me to remember new vocabulary better – Poems facilitate vocabulary learning as they often include a lot of repetition	0,3261	0,053	nss
Pair 6	The tasks helped me to learn new words easier -Songs and poems will help me improve my English	0,3478	0,023	ss

ss: significant statistically
nss: no significant statistically

Table 5. WilcoxonTest statistics (Taken from Papantoni).

Statistically significant findings were found in pairs 1, 2, 3 and 6, while pair number five exhibited a marginal statistical variation highlighting that the participants acknowledged the contribution of poems and songs to their linguistic improvement. These findings are in accordance with results of previous studies (Ahmad, 2014, Al-Bakri, 2019 Kusnierek, 2016, Tegge, 2015, Tsaroucha, 2020) which also pinpointed the efficiency of poem and song-based tuition to enhance students' lexical capacity. The results are also in line with the ones from germane studies (Kusnierek, 2016; Peters &Webb, 2018; Rahmawati, 2010; Zamin et al., 2020) which also underscored the positive effect of the lyrics of the songs on the improvement of learners' vocabulary supply, since they constitute an appropriate authentic input in the FL. Moreover, they are in accordance with Özen's (2012) findings, which pinpointed that tasks grounded on poems aid students to expand their lexical knowledge in the EFL classroom.
Thus, it can be stated that the two research questions were corroborated.

4.2 The analysis and interpretation of the pre and post vocabulary test

Through the pretest learners' prior lexical capacity was assessed while the post-test measured the learners' performance in the same vocabulary items after the implementation of the intervention. The findings in both tests were gathered and juxtaposed. Any significant variation between the score of the tests will indicate the effect of the researchers' intervention on the learners' lexical advancement. The totality of accurate responses was 38, for the two tests, and one point was awarded for every appropriate answer. Table 6 exhibits the students' scores on the two tests. The outcomes of both tests were collected and collated. The dissimilarities between the scores of the tests indicate a positive impact.

Grade	Number of students who scored for pre-test	Number of students who scored for post-test
75% - 100%	14	35
50% - 74%	23	10
0% - 49%	9	1

Table 6. Pre-and post-vocabulary test results (Taken from Papantoni, 2021).

Table 6 demonstrates the number of participants and the scores they achieved on the pre-test and the post-test respectively. In the pre-test, the number of learners who failed the test or reached a score of 49% outnumbered the students in the post test by 8. Moreover, the number of students who

received a grade of 50% - 74% decreased to 10 in the post vocabulary test in comparison to the number of students (23) displaying the same grade in the pre-test. By interpreting the figures, it can be concluded that more students performed better on the post-test. Specifically, 14 students achieved 75% or a higher score on the pretest, whereas in the post test the number of students who reached the same percentage soared to 35. Only one participant failed to exceed 49%. In other words, most of the students provided correct answers to almost all the questions.

Therefore, it can be safely claimed, by scrutinising the data accrued from the post-test to the scores of the pre-test, that the song and poem-based tuition had a positive effect on the participants' vocabulary acquisition. These results corroborate the findings in Maneshi's (2017) research, showing that the frequent rate of small word units and multi-word items in songs accelerate lexical advancement after an extended period.

Additionally, bearing in mind the high variance in the grades obtained in the post-test in comparison to the ones in the pre-test, it can be deduced that the learning and maintenance of recently learnt lexis was achieved, due to the exploitation of songs and poems. Furthermore, the scores of the two tests underwent statistical analysis in order to determine whether there are any noteworthy discrepancies in students' performances. A paired sample *t*-test was tabulated in order to obtain the mean as seen in table 7 below.

Paired Samples Statistics					
		Mean	N	Std.Deviation	Std.ErrorMean
Pair 1	Pre test	24,87	46	6,462	,953
	Post test	29,61	46	6,920	1,020

Table 7: Learners' performance in pre and post-test (Taken from Papantoni, 2021).

Table 7 and 8 indicate that a remarkable diversity arises when the vocabulary pre-test scores are contrasted (M=24, 87, SD=6,462) to the post-test results (M=29,61, SD=6,920) grades; t (45) =10,485, p=0,001.

Paired Samples Test Paired Differences 95% Confidence Interval of the Difference Std Error								
	Mean	Std.Deviation	Mean	Lower	Upper	t	df	Sig (2-tailed)
Pair 1 Pretest-Posttest	4,739	3,065	,452	5,649	3,829	10485	45	<,001

Table 8. Comparison of the vocabulary pretest and post-test results (Taken from Papantoni, 2021).

The mean value denotes that the results of the post vocabulary test are excessively higher in comparison to the ones of the pre-vocabulary test. Moreover, the *t*-test result shows that statistically there is a striking dissimilarity between the two tests at a p<0,05 significance level. These results indicate that the students exhibited an immensely better performance in the post-test than in the pretest session.

This difference is a strong indication of the assumption that song and poem-based lessons improve students' vocabulary skills, augment their vocabulary knowledge and overall have a remarkable advantage for students acquiring new lexical items. Particularly, in this data set the song and poem-

based lessons improved the scores, on average, by approximately 4 points. The number of correct answers that were given by the learners who participated in the research before the implementation of the song and poem-based lessons, amounted to 1267 out of 1748. After the four-week period of the intervention lessons, the correct responses climbed to 1452 (Figure 3).
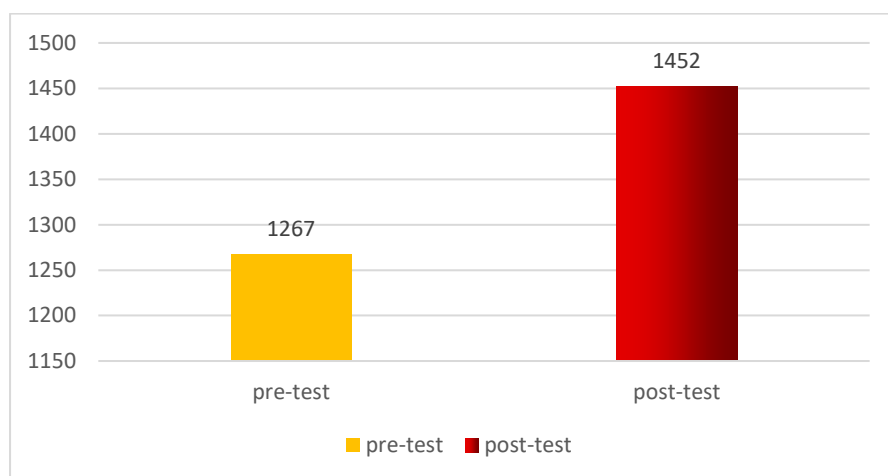
Figure 3. The scores achieved in the pre- and post-vocabulary tests (Taken from Papantoni, 2021).

Additionally, taking into account the high variation in the scores on the post-test in comparison to those on the pre-test, it can be claimed that the use of authentic materials in the EFL classroom has a beneficial effect on learners' vocabulary knowledge. This significant differentiation leads to the assumption that the song and poem-based teaching framework enhances learners' vocabulary skills, expands their vocabulary knowledge and in general eases the learning process, while at the same time helping the learners to acquire new lexical items.

These findings are in agreement with previous studies (Al-Bakri, 2019) which aimed at developing learners' vocabulary through poetry revealing that the students benefited from its contribution and increased their vocabulary competence. Tegge (2015) also explored the tuition of songs and its effect on vocabulary items claiming that songs had a beneficial impact on students' learning and the retention of vocabulary by virtue of the emotions that songs can invoke. Furthermore, the song lyrics aid students to experiment with contextualised vocabulary, which according to Barabadi and Khajavi (2016) enhances their dexterity of deducing the meaning of novel words.

The findings under discussion are also tuned with Segal's (2014) who claims that songs lower students' anxiety level and facilitate learning. Moreover, the implementation of songs in language tuition creates a positive classroom environment in which learning becomes more enjoyable inspiring learners to maximise their performance as proposed by Ength (2013) and Alisaari & Heikola (2017).

Thus, the comparison of the two tests can help us to deduce that both research questions were verified (i.e., both song and poem-based tuition augmented students' lexical capacity).

5. Recommendations for further research

The benefits of the application of poems and songs in the EFL classroom in relation to students' vocabulary development was highlighted in the present study. Nevertheless, more studies could be conducted with a larger number of student population, at different proficiency levels, namely primary and tertiary students (Zamin et al, 2020) with a view to accruing more data concerning the contribution of poems and songs to the increase of the learners' lexical repertoire.

Another research would involve the investigation of word uptake both per hour and during the intervention by using Roghani's (2017), Alexiou & Milton's (2009), Roghani & Milton's (2017) as well as Meara and Milton's checklist *X-Lex test* (2003) and Nation and Beglar's *Vocabulary Size test* (2007) (as cited in Alexiou, Roghani & Milton, 2019) recommendations for vocabulary measurement in the level B2-C1 within the song and poem-based framework.

Furthermore, a post-delayed test, that is two months after the implementation of the intervention would unravel and fortify the retention of vocabulary improvement or lack thereof.

6. Conclusion

The findings of the current study yielded that the implementation of authentic materials such as songs and poems in the learning procedure had a positive impact on the learners' vocabulary improvement. The pre-test results indicated that the participants' pre-existing vocabulary knowledge of specific selected lexical items was rather restricted. After a four-week period when the forty-six participants attended the intervention lessons, a post-test was given to them including the same questions to measure any differentiation in the acquisition of the target vocabulary items. The post-test results demonstrated that there was a significant difference in the learners' overall performance. The paired samples *T*–tests mean also statistically confirm the contrast in scores prior and after the sessions. This difference in scores of the two vocabulary-size tests can be used as an index which quite safely unravels that the students' lexical repository was largely upgraded. Moreover, the comparison of the two questionnaires showed that the respondents acknowledged the contribution of songs and poems to their linguistic advancement. Thus, it was concluded that the application of songs and poems in teaching English as an FL triggered the assimilation of the newly taught words.

Several pedagogical implications spring from the research findings which can be conducive to the improvement of teaching practices. Using songs and poems as instructional means provide frequent opportunities to the students with the aim of learning new words through interesting and enjoyable activities. The authentic nature of songs enables teachers to offer students the chance to master unknown lexical items and experiment with language. Moreover, the fun element and entertainment inherent in the songs and poems make learners less apprehensive of the language lesson and render them relaxed, which facilitates the learning process.

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Appendix I

Pre- Questionnaire

A

Put a √ next to the box of your preference (Taken from Papantoni, 2021)

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. The song-based lessons will help me enhance my interest towards the lessons					
2.The poem based lessons will help me enhance my interest in the lessons					
3.Songs will create a positive learning environment					
4.Poems will create a positive learning environment					
5. I prefer learning vocabulary through songs					
6. I prefer learning vocabulary through poems					
7. It is easier to learn new words through the lyrics of a song					
8.Poems facilitate vocabulary learning as they often include a lot of repetition					
9. Through songs I remember new vocabulary better					
10.Through poems I remember new vocabulary better					
11. Songs and poems will help me improve my English					

B Learning strategies (Taken from Papantoni, 2021).

When learning new vocabulary do you like learning? (put a tick to show your preferences there may be more than one)
By memorizing new words ------------------
By guessing the meaning --------------
By reading without looking up words in the dictionaries ----------------
By learning new words-------
By translating new words----------

By using new words in sentences -----------
By making inferences from the context----------
By saying loudly ------
By writing down words several times
Other (specify please) …..

Appendix II: Post-evaluation Questionnaire (Taken from Papantoni, 2021).

Put a √ next to the box of your preference

	Strongly disagree	disagree	Neither agree or disagree	agree	Strongly agree
1. The song based lessons enhanced my interest in the lessons					
2.The poem based lessons enhanced my interest in the lessons					
3.Songs created a positive learning environment					
4.Poems created a positive learning environment					
5. I really prefer learning vocabulary through songs					
6. I really prefer learning vocabulary through poems					
7.. The lyrics of the songs helped me to remember new vocabulary better					
8. The verses of the poems helped me to remember new vocabulary better					
9 I liked the selected songs					
10. I liked reading the poems					
11. The vocabulary tasks were interesting					
12 The tasks helped me to learn new words easier					

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