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Section: English*

## **Students' Perceptions of Learning English Vocabulary Through Rock Songs**

The case of Third year EFL Students at Abdelhafid Boussouf University Center of Mila

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

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## Dedication

*Our families resemble music, melodies and lyrics, they make you feel fresh, happy and satisfied. This study is dedicated to every single person who makes me taste a smile, breath life and feel free.*

*To the memory of my father who passed away just before the rest 18 days of submitting this dissertation. Though you are no longer with me, you will be forever dwell in my heart. I hope to meet again in the gardens of paradise. May Allah keep you in his heavenly grace .*

*To my mother, you are more than a mom, you are a life. May god bless you .*

*To my sisters Ikhlas, Rania and my little brothers Abd el mouksite and Mouhaned. You are my endless support.*

*To my lovely partner Djihane. You are and you will always be a great partner, a beautiful coincidence.*

*To my friends, Zeineb, Manar, Hadil, Asma, Youssra, Rima, Sara, Rahma, Amani and Meriem. You deserve more than 'thank you' for being by my side all the time, you can never imagine how much you meant to me these years. You are wonderful .*

*To those who may read it. You are welcome*

**Nor Elhouda**

## **Dedication**

*This is dedicated to the memory of my dear father, who did not live long to this day, and to my source of happiness, my mother. Thank you for your sincere love, exceptional patience, endless support and sacrifice.*

*To my beloved friends who have encouraged me, helped me and with whom I spent priceless years; Amel, Anouar, Khadidja, Faten, Zeineb and Chawki.*

*I would want to express my gratitude to my partner "Nor El Houda" for being a good friend and a wonderful partner.*

*A simple "thank you" to each and every one of you will never be enough for everything you have done for me.*

**Elaifaoui Djihane**

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### **Abstract**

Music is a double-edged sword. It seems to be a tranquilizer, or as a means of exposing some kind of reality. This study aims to examine the role of Rock music in learning English vocabulary. It aims to demonstrate whether Rock songs could contribute to increasing and enriching the learners' English vocabulary. Two research questions are presented in the present research. The first question is about whether rock songs can help learners overcome their English vocabulary problems. The second question aims to examine whether Rock music contributes to building rich and meaningful vocabulary for EFL learners. In regard to the research method used in this study, a mixed research method is chosen. The data are gathered through a questionnaire distributed to 100 students of third year of English at the Department of Foreign Languages at Abdelhafid Boussouf University Center of Mila, and an interview specified for four participants who are true fans of Rock music. The findings reveal that Rock music is indeed helpful for learners in improving their English vocabulary. Finally, this research work presents a variety of suggestions and recommendations for further studies in an attempt to highlight learners' English vocabulary acquisition through rock music.

**Key words:** learning vocabulary, rock music, third year students, English language.

### **List of Abbreviations**

**VLS:** Vocabulary Learning Strategy

**VLSS:** Vocabulary Learning Strategies

**FL:** Foreign Language

**EFL:** English As a Foreign Language

**ESL:** English As a Second Language

**ESLL:** English For Second Language Learners

**L1:** First Language

**L2:** Second Language

**UK:** United Kingdom

**US:** United States

**USA:** United States of America

**MTV:** Music Television

**R&B:** Rhythm and Blues

**TV:** Television

**Q:** Question

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## **General Introduction**

### **Background of the study**

Songs and music have long been used in English language instruction settings. Different scholars have been advocating for the use of music in language learning contexts. Bartle (1926), Richards (1996), and Jolly (1975), argued that both the linguistic advantages of music and its motivational interest inspire language learners in which they argue about the strong relationship between music and language. Since music had been used with audio lingual method in language teaching classrooms to reduce the boredom that could occur from repetitive drills from the 1950's to 1970's (Bartle,1962; Kanel,2000) and later ,the use of classical instrumental music was used with the goal to produce a relaxed state of mind that makes the brain receptive to input and activates the subconscious in suggestopedia methodology (Lozanov ,1978;see also Bancroft ,1978). However, a major criticism of Mora (2016)'s work is that the music itself does not guarantee enhanced teaching ; its effectiveness depends entirely on how the teacher uses the tool when teaching. Moreover, implementing such specific music genres such as, classical or country in classroom language teaching may not suit all types of learners since each listener has his own preferable taste and Zaraysky (2009) supported this idea, an individual's musical preferences may not resemble others, and the importance of liking the songs one chooses is key.

Songs are not only used in teaching classrooms but also in learning outside the classrooms, learners are becoming more autonomous by using this strategy for the benefits it provides in learning the English language. Medina (1993)'s study provided evidence that songs may potentially contribute to L2 vocabulary growth. A study conducted by Murphey (1992) a student's vocabulary understanding can be developed through music. Murphey's result indicated that in addition to helping students understand language, listening to music can also aid learners to improve their pronunciation and listening abilities, which in turn will help them communicate more clearly. It could be that learners are learning the song's lyrics and

how to pronounce the words, phrases, and sentences from the native speakers who are singing them. Students may enjoy learning vocabulary through songs because of their love of music, their interest in particular musical genres, or perhaps because they idolize the band or the vocalist. When learning the English language through songs, studying vocabulary has received greater focus than learning grammar and pronunciation. Extensive genres of songs (pop, rock, country, etc) allow learners to take control of their learning and select songs that they find interesting which can further foster their learning (Gieve & Clark, 2005).

Among the popular, enthusiastic and motivational genres of music is Rock music which can effectively build a learner's vocabulary. A study submitted by students in Indonesia about teaching three translation techniques using a lyric of a Rock song. The first technique involves finding the messages and translating them into the target language. The second technique is finding the closest equivalent in TL. Re-expressing the meaning is the third strategy. This study produced the following two conclusions: The three translation techniques were initially applied by students to a rock song's lyrics. Second, they provided enough and satisfied results (Yuskar, 2021). The study focused on students of youthful age, taking into consideration that they are attached to songs that expose enthusiastic spirits. In addition to vocabularies of Rock songs that are powerful and can have an impact on both attention and mood of learners (Yuskar,2021). As the research has substantiated the validity of rock music for learners, it tends to focus on revealing one of the strategies that might be of greater use to teachers than to students during the educational process.

Another study *Rock and Roll English Teaching: content-based cultural workshops* investigated by Robinson (2011) involved a workshop about rock and roll history to share cultural awareness with his students through Rock songs in an English teaching setting. The study was presented by using different materials like handouts, computer, projector, videos and portable music player to sustain a rock and roll workshop. The research was experimental

and the learners were restricted by the teacher's choice of the selected song. Since the aforementioned study (Robinson, 2011) has focused on rock songs in teaching only. In fact learners should be guided to choose the right rock songs they learn vocabulary from. The main weakness of the study is the failure to address that learning a language through rock songs could be successful outside the classroom as well. This could generate that both studies fail to consider the learners' personal choice and that they can fill in their linguistic reservoir with a plenty of lexicon independently. Our study, as such, aims to add further insight studies by focusing on the role of Rock music in English vocabulary learning. This is evidenced in a study that has dealt with the influence of English songs on English learning and which emphasizes that Rock and traditional pop music could serve as a strong motivators for learning the English language (Mezaoui & Yousfi, 2021). Moreover, learners are seeking fun ways to acquire the foreign languages.

Rock music's relevance, richness, and potential influence on listeners, as well as the authenticity and veracity that lie behind its lyrics, which depict real-life events. Accordingly, a student's positive experience from learning English through rock music inspired him to be passionate about encouraging his students by making learning fun through rock music in the future. This led him to be enthusiastic about both the English language and American culture (Yazan & Rudolph, 2018). The previous factors haven't been sufficiently emphasized in the studies stated above which could be extremely helpful for university students learning a second language vocabulary, and precisely third year students of Abd ElHafid Boussouf university. Recent popular rock bands are solid sources of rock music that can help students gather terminology, both *Imagine Dragons* and *Linkin Park* bands are known and their songs have been rated as mostly heard.

*Imagine Dragons* has witnessed fame to be a roller coaster after going from being unknown to one of Rock's biggest fans in just a few years (Sculley, 2015). Everything

changes, Rock history has been changing over different styles. Little has been said about the fact that the vocabulary of Rock songs is difficult to be understood because of its louder instrumental sounds. However, there are some people who love them and support that kind of loudness. Yet, what is recent is a mashup of real emotions, struggles and facing life challenges. Sculley (2015) added that in certain songs like “Shot “ and “Hopeless opus”, the band’s leader Reynolds expresses guilt, holding himself responsible for his broken relationships, he hints at battling depression on “ it comes back to you” , Reynolds also succeeded on “Gold” , wondering who he can trust when everything around him shifted gold .It was always known that what is alive will survive , what is alive in such songs is the authenticity of emotions that different people feel and share and what will survive is the meaningfulness, expressiveness and the rich vocabulary they create that different students will rely on to learn English.

*Linkin park*’ has always shown a steadfast interest in nature while also demonstrating a great understanding of the natural world. They sought to write their lyrics to communicate and disseminate awareness to avoid what is intended to be damaging to their environment. Through their song ”what I’ve done”, they revealed awareness that the globe is gradually being destroyed by negative effects in the environment. The song "Somewhere I Belong" is about teenage pain and worry over coping with the burdens of suffering, insecurity, and emotional numbness seems to be the overriding themes of the song. The audience is not made fully aware of the issue the singer is going through in the lyrics. The song can have the power to relate to almost anyone going through difficulty because the source of the anguish is unclear. The songs mentioned above share a theme about real life issues that most listeners experience .learners’ affection and connection with the song, consciously encourages them to extract the song’s lyrics, search for the hidden meaning and learn new words unconsciously. In other words, their love of the song encourages them to acquire new vocabulary. Rock



lyrics have become an expression of emotions used in songs which are written using powerful words and have a specific meaning and message because they were inspired by the lyricist's thoughts and feelings. The modern rock bands are a way of resolving the students' difficulties of learning English vocabulary since their lyrics are based on honesty and logic. For instance, in the song "Telekinetic" by the band 'Starset':

*I can't breathe at the thought of you*

*It's a telekinetic issue*

*Set me free, I've been caught in you*

*Overcome with a heartsick voodoo*

*I found my role in a tragedy*

*I lost my soul in the make-believe*

*Just a doll with your threads sewn into me*

*Paralyzed when you finally cut the strings*

*So stick your pins in the effigy*

*Run my life till you rip the seams*

*Build it up in a Technicolor dream*

*A prisoner just for you, now set me free*

*I'm a fool again, you got me inside*

*It's gonna pull me in*

*I fell for this lie*

## *Serotonin*

(Rickard&Bates,2019, stanza 3-5-6-9)

The song incorporated a number of issues including: manipulation, mind control and influencing others. Telekinesis, which is the song's main theme, is a term that may be used to describe the ability to influence or manipulate. This song might be showing a person who is entangled in telekinetic issues with others who control and oppress him. In this song, Dustin the band's leader apparently shows that other's impact is kind of odd or unbelievable, which can be seen as telekinetic. The themes of the song are real that any other student might experience, the vocabulary used in the songs are varied which implies that the learners will logically be involved emotionally, intellectually, artistically and aesthetically, and they will acquire various vocabularies from each song the moment they feel it. They will be able to build a whole package of meaningful vocabulary that will help them master the English language autonomously without the teacher's assistance. The musical Rock bands can also build strong bridges with learners' vocabulary skills in a different way than any other song can.

### **1- Statement of the Problem**

The central problem of the current study is the difficulty which encounters students when learning English vocabulary. It is demonstrated that the use of Rock music can mark its significance in English language learning and it can be part of a better vocabulary acquisition for EFL learners. Rock music can be a powerful motivator for students, relevant to their lives, a bridge to more serious literature, and an easily accessible source for authentic reading and listening content (Rose et al., 2005).

## **2- Aims of the Study**

This research aims at fulfilling the following objectives. First, it aims to confirm the effectiveness of Rock music on learning English vocabulary. Second, It aims to help students gather different lexicon through listening to Rock music and finally to demonstrate the uniqueness of the lyrics of Rock music.

## **3- Significance of the Study**

Entertainment while learning English has been interesting to EFL learners. Among the different entertaining and enjoyable ways that have the possibility to promote the students' vocabulary item is Rock music. The study's significance arises from its focus on the main aesthetic features of Rock music and its substantial advantages that can be helpful for vocabulary acquisition for EFL learners. While there are different strategies to learn English vocabulary, this study argues that learning vocabulary through rock music remains among the strongest strategies for the rich vocabulary that this musical genre offers for EFL learners. Overall, this study attempts to increase students' awareness regarding the contribution of rock music in the development of their English vocabulary.

## **4- Research Questions**

The present research seeks to provide answers to the following questions in light of what has been presented before:

1. Can Rock songs help learners overcome their English vocabulary problems?
2. Does Rock music contribute to building rich and meaningful vocabulary for EFL learners?

## **5- Hypothesis**

To answer the research questions formulated above, we hypothesize that English Rock music could serve as a tool that can expand students' vocabulary repertoire. Since Rock

songs have a unique feature of complex words and rich vocabulary, students would be able to enhance their learning process of English vocabulary.

## **6- Means of Research**

The most suitable method for this research is the mixed method (quantitative and qualitative). We tend to test the efficiency of using rock music for vocabulary learning, and to explore how the use of this genre can assist students in increasing their vocabulary skills. In order to achieve the study's objectives, data was collected through the use of a questionnaire that was distributed to 100 of third year students at the department of foreign languages. In addition to an interview for four participants who are rock music lovers at Abdelhafid Boussouf University Center of Mila.

## **7 -Structure of the Study**

The research is mainly organized in two main chapters. The first chapter is divided into two sections. The first section deals with what is essential about vocabulary learning, its definition, its types, its aspects, the strategies of its learning and its importance. The second section centers on the role of Rock music in English vocabulary learning, starting with the definition of music in general and the top three music genres with focusing on the Rock music genre along with delving into its historical background. Added to this, this section also highlighted the most popular bands among EFL learners and the advantages it can provide for them. Finally it highlights the relationship between Rock music and English vocabulary learning. The second chapter pertains to the field work of the study, it deals with the data analysis of both student's questionnaire and interview to examine the validity of our hypothesis and provide answers to our research questions. This chapter also discusses the main findings and closes off by offering some suggestions for further research on this subject.

## **Chapter One: theoretical part**

### **Section One: Vocabulary Learning**

#### **Introduction**

Vocabulary learning is a major key element of the second language learning process that demands both language students and educators to give it a fairly significant priority. It serves as an integral part of a second language acquisition, primarily due to its pivotal function in a language as a means of communication. This section sets out to explore the substantial parts in learning vocabulary. It starts with presenting a small etymological explanation of the term “vocabulary”, followed by highlighting different definitions of the term. This section also attempts to shed light on the difference between vocabulary and lexicon and the distinction between both types of vocabulary “receptive” and “productive” as well as their interconnection. It will discuss the variety of vocabulary learning strategies that the learners use. Moreover, it accounts for the importance of learning vocabulary. Finally, the present section will epitomize the major subtype of the English language that might be mastered by EFL learners.

#### **1-Definition of Vocabulary**

##### *1.1 Etymology*

According to Merriam Webster dictionary (1828), the first known use of vocabulary was in 1532. It is derived from middle French *vocabulaire*, probably from Medieval Latin *vocabularium*, from neuter of *vocabularius* verbal, from Latin *vocabulum*.

##### *1.2 Defining Vocabulary*

Vocabulary is the foundational skill of language proficiency; it forms a large part of how successfully students perform the four skills. Nouns, verbs, adjectives and adverbs are all forms of vocabulary. Vocabulary is defined by some scholars as “the fuel of language, without which nothing meaningful can be understood or communicated (Gardner ,2013 ,p.9)”. While Ur (1998, p.60) defines it as “roughly as the words we teach in the foreign language. However, an 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’”. According to Elizabeth (2006, p.5)” The range of words known to a person is known as his vocabulary”. Burns (1972), on the other hand, added that vocabulary is a stock of words which is used by a person, class or a profession. For Zimmerman (1997) vocabulary is a collection of words that is used to collect and comprehend sentences. In addition, Schmitt and Schmitt (2020, p.1) state that “vocabulary connects the real world with language, that it connects meaning which comes from life experience with linguistic from which represent meanings”. Taking these different definitions of “vocabulary” into consideration, it can be demonstrated that vocabulary is the total amount of words required to convey concepts as well as the speaker's meaning which makes it crucial to learn. In addition to other English skills, learning vocabulary comes first in the process of mastering the language.

The vocabulary of a language is always evolving and expanding. People create new terms or borrow existing ones to describe different actions, life becomes more complex, and the actual number of words in the English language today becomes unknown. According to the perspectives given above, vocabulary is the essential element of language that consists of a collection of lexemes that are gathered to connect meanings and it plays a significant role in communication. Hence, the learner should take into account the importance of learning vocabulary when learning the English language.

## **2- The Difference Between Vocabulary and Lexicon**

Vocabulary and lexicon are two terms that are often used interchangeably, but they have different meanings. Vocabulary indicates the words that a person understands and uses in a given language. On the other hand, lexicon refers to the complete corpus of words and expressions found in a language. This means that the words used and understood by speakers of a language community form what we call a "vocabulary" and the most important part of it is "the lexicon" which is the sum of vocabularies used. The distinction between vocabulary and lexicon lies in the context; i.e. lexicon goes back to language and vocabulary to discourse. It is part of the lexicon in the sense that it encompasses the lexical units of a language. Hence, the two concepts are complementary; Vocabulary only exists because of lexicon, and vice versa. It is advisable to use the word lexicon when we place ourselves from the point of view of language and the word vocabulary when we place ourselves from the point of view of discourse. Thus, we will not say *Macbeth's* lexicon or Shakespeare's lexicon, i.e. Shakespeare's texts (Tournier, 1991). This confirms that the lexicon is a reality of language and vocabulary consists of the words used by a person in specific circumstances. Without forgetting that it differs from one person to another depending on the context and the situation.

## **3- Receptive VS Productive Vocabulary**

Learners' abilities to learn language vocabulary vary substantially for various purposes. It is thus important to check the students' receptive and productive learning skills in order to be introduced to them. According to the University Dictionary Webster (1980) Vocabulary can be divided into various but mainly overlapping components that describe how it is used and processed. Each individual has a receptive and producing capacity, and both spoken and written language are processed and used within that capacity. The concepts of receptive and productive vocabulary are another differentiation created for clarifying vocabulary

knowledge. The way vocabulary is stored is affected by the receptive /productive distinction (Nation, 2022, p.53). Receptive vocabulary includes perceiving the form of a word while listening or reading and recalling its meaning ,productive vocabulary requires intending to express a meaning through speaking or writing and retrieving and creating the appropriate spoken or written word form (Nation,2022). This contrariety is not entirely suitable due to the presence of some productive features in the receptive skills. That is, when we read we produce meaning (Nation, 2001, p.24). This definition implies a number of assumptions including the ones that reception vocabulary is larger than the productive vocabulary Reception precedes production and Production is more difficult than reception(Ma,2009,p.40).

A possible explanation of Nation's statement is that Receptive vocabulary refers to a learner's terms that are typically understood when seen, read or heard without needing to completely comprehend a word. There are two types of receptive vocabulary: listening vocabulary and reading vocabulary, both of which are utilized passively. Every term that can be recognized while listening to speech is referred to as listening vocabulary. By employing indicators like gesture, tone, or the social context of a conversation, people can nevertheless grasp words that they have never encountered before. On the other hand, every word that can be identified while reading is considered as reading vocabulary. Due to the fact that individuals read more than they listen, this category of vocabulary tends to be the largest. A word utilized in a proper context is referred to as a productive vocabulary. Speaking and writing vocabulary form the two categories that make up productive vocabulary. Every word a speaker uses while speaking is considered part of their spoken vocabulary. On the other hand, any word used in all types of writing, from formal essays to twitter feeds, is considered writing vocabulary. Several words used in writing do not frequently occur in conversation. Ma's assumptions (2009) above draw attention toward which of the vocabulary types is more



active, difficult or larger. Bogaards and Laufer (2004) have made clear elucidations about both receptive and productive vocabulary. The most effective method for gaining receptive word knowledge is still receptive learning. They assert that adding productive learning does not, as one might think, improve receptive retention. Although it results in a significant quantity of receptive information, productive learning alone is not advised as a substitute because it takes extra time that would be better spent learning more words receptively. For them, it is advisable to study words in a productive way when the goal of vocabulary acquisition is to get productive knowledge. Receptive learning cannot be added because it does not result in increased productive knowledge. Receptive learning on its own is not an option because it only produces a small amount of useful knowledge. When both receptive and productive word knowledge are the learning objectives, learning words both receptively and productively is advised (the combination method). Receptive learning is not sufficient in this instance due to the low rate of productive retention. Also, since the resulting receptive retention is lower than that achieved by the combination technique, productive learning alone is not recommended. Choosing between receptive learning and productive learning may be necessary for practical reasons too (such as ease of material preparation or simplicity of instruction). The best candidate for the learning objective, which is still receptive knowledge, is productive learning since receptive learning does not provide a large amount of productive knowledge. However, it should be noted that the productive retention will always be significantly lower than the receptive retention since productive learning is more challenging and difficult. As a result, further learning and exercises are required for a higher productive retention.

Learning productively needs to be collocated with the reception process because what is being received is better confirmed in production and vice versa. The word "receptive" conveys the idea that we attempt to understand language that has been acquired from others

through reading or listening, and “Productive” implies that we create language through speaking and writing to communicate with others (Bogaards & Laufer, 2004). The aforementioned presumptions have summarized that vocabulary learning involves both conscious and unconscious efforts of the learner. Moreover, vocabulary knowledge can be recalled either implicitly or explicitly. Knowing the connection between production and reception is essential for comprehending the language acquisition process.

#### **4- Aspects of Vocabulary**

When learning vocabulary, there are a number of lexis-related aspects to keep in mind which can be acquired either inside the classroom or outside. Gairns and Redman (1986) proposed a number of aspects which could be helpful for the learners to gain more vocabulary. These are summarized below:

*4.1 Boundaries between conceptual meanings:* Recognizing the limits between the lexis and terms with similar meanings as well as what the lexis relates to (e.g. cool, comfortable, good).

*4.2 Polysemy:* Recognizing the differences between the multiple meanings of a single word form with a number of similar but different meanings (foot: of a person, of a bed, of a mountain).

*4.3 Homonymy:* Detecting the distinctions between the different meanings of a single word form that carries multiple meanings that are not directly linked i.e same sound , same spelling (for example, rock: used as a genre of music or a stone).

*4.4 Homophony:* Knowing words that sound the same yet have different spellings and meanings i.e same sound, different spelling (e.g. accept, except).

*4.5 Synonymy:* Acknowledging the numerous meaning variations that identical terms have (e.g. clever, smart, intelligent).

*4.6 Affective meaning:* Understanding the affective and behavioral (denotation and connotation) components that rely on the setting or the speaker's attitude. Another essential component is the sociocultural associations that exist between lexical elements.

*4.7 Style, register, dialect:* Capability of identifying variations in formality, the impact of various contexts and themes, and changes in locational variance.

*4.8 Translation:* Discovering some similarities and variations between the native and foreign languages.

*4.9 Grammar:* A system of rules that enables the students to form words or structure sentences (e.g. feel, felt, feeling; respect, disrespect).

*4.10 Pronunciation:* Being capable of identifying and repeating speech sounds. In this sense, working on vocabulary knowledge can help L2 learners gain proficiency and skills in a variety of language and literacy areas. Learners might know at least half of these vocabulary aspects to master a given language communicatively.

## **5-Vocabulary Learning Strategies**

The formation of vocabulary is the basic foundation of language, and its development is considered necessary because it completes all other aspects of language learning. However, one of the major difficulties that foreign language learners encounter is learning vocabulary. Indeed, learners' lexical issues in L2 understanding are made by insufficient vocabulary knowledge (Lavidas et al., 2014). Some learners typically think that vocabulary, rather than grammar, is what prevents them from reading, listening, speaking, writing, and communicating with others in a foreign language. Therefore, different studies have been carried out and significant focus has been dedicated to finding efficient vocabulary learning strategies. This indicates that applying the appropriate strategies can help students in improving their vocabulary.

Hamzah et al., (2009) view VLSs (vocabulary learning strategies) from three different angles. First, it can be any actions the learners take to aid the learning process of new vocabulary. Second, these actions must be able to improve the efficiency of vocabulary learning. Third, VLSs are conscious actions taken by the learner in order to study new words. Catalan (2003) explains her working definition for VLSs as “knowledge about the mechanisms (processes and strategies) used in order to learn vocabulary as well as steps or action taken by students to (a) find out the meaning of unknown words, (b) to retain them in long-term memory, (c) to recall them at will, and (d) to use them in oral or written mode” (p.56).

According to the definitions given above, learning strategies are a series of methods, techniques, approaches or behaviors that students intentionally use to serve as guidance for the treatments that are meant to enhance vocabulary skills in the target language and ensure successful learning. Drawing on the review of literature, it has been found that the most frequently used vocabulary learning strategies by learners are using a bilingual dictionary, verbal and written repetition, studying the spelling, guessing from context, and asking classmates for meaning (Schmitt, 1997).

Gu and Johnson (1996) list second language (L2) vocabulary learning strategies as metacognitive, cognitive, and memory. Selective attention and self-initiative are two types of metacognitive methods. Foreign and second language learners who use selective attention techniques are aware of the vocabulary that has to be learned in order to fully understand a material. Students that apply self-initiation strategies adopt a number of techniques to clarify the meaning of vocabulary words. Gu and Johnson's(1996) taxonomy of cognitive methods includes note-taking, dictionary usage, and guessing strategies. Students who employ guessing techniques draw on prior knowledge and make educated guesses about the meaning of words based on linguistic cues like sentence structure. There are different vocabulary

strategy classification systems; however, the classification presented by Schmitt (2000) is the basis for the current study. According to this classification, strategies are classified as *determination, social, memory, cognitive, and metacognitive*. *Determination strategies* assist students in deducing meaning from the context, utilizing dictionaries, and by distinguishing the parts of speech and constituent pieces. In other words, determination tactics are independent learning techniques that assist students in deciphering new vocabulary without assistance from others (Schmitt, 2000).

### ***5.1 Social Strategies***

Social strategies may be used to find out the meanings of the words by consulting teachers, peers, and native speakers. In other words, social tactics might motivate students to engage in conversation and share knowledge with one another (Schmitt, 2000). Outside of the classroom, they may be utilized to reinforce knowledge by interacting with native speakers or even language teachers.

### ***5.2 Memory Strategies***

Learners use a variety of memory techniques to help them remember words. In other words, by making connections between the new words and their prior knowledge. Indeed, memory techniques assist learners in learning new words through mental processing (Schmitt, 2000). For instance, the student classifies the word "dog" under the category of a four-legged animal when they come across it since the learner is familiar with the visual of these four-legged creatures from its previous knowledge. There are three categories of memory techniques. The first one is using visuals to help people connect deeply with the word and its meaning. Pictures can be molded in the imagination or created in notebooks. The second memory strategy is employing ways to connect words together to assist recollection of vocabulary. For instance, employing words in phrases facilitates recalling vocabularies. The third one is, stabilizing word meaning with vocabulary knowledge features.

Some other specific examples include focusing on a word's phonological or orthographic form, remembering affixes and roots, relating particular words to their corresponding physical actions, and understanding the word class.

### ***5.3 Cognitive Strategies***

These strategies deal with mechanical vocabulary development and have nothing to do with thought processes (Schmitt, 2000). One of the most popular cognitive techniques is repetition. Examples of such strategies include adding English labels on tangible items, taking notes and underlining new words, creating lists of new terms, using flashcards to record new words, keeping a vocabulary journal, and repeatedly writing the words.

### ***5.4 Metacognitive Strategies***

These strategies mirror the capacity of students to look for learning opportunities, record those experiences, and then review them. In other words, monitoring, making decisions, and evaluating one's progress are all examples of metacognitive methods. These strategies can also help students identify appropriate vocabulary acquisition techniques for learning novel terms.

Learners' total self-direction is encouraged by language learning strategies. Self-directed learners are autonomous thinkers who can take charge of their own education and progressively develop confidence, engagement, and competence. In this regard, several studies have underlined the significance of using vocabulary learning strategies. They are considered as an effective way for L2 students in learning vocabulary. Thus, for an improved vocabulary development, language learners must study VLS since they accelerate their learning (Schmitt, 2000). Some examples include using English-language media, repeated study of new words, paying attention to English words when someone speaks English, repeated study of new words, and skipping or passing of new words.

## **6- The Importance of Learning Vocabulary**

Vocabulary is used in language acquisition to increase linguistic proficiency. Vocabulary mastery aims at making sure that the learners are proficient in their language skills; it depends on the breadth and depth of their vocabulary competence. The more vocabulary that can be mastered, the higher level of language proficiency can be attained. The fact that vocabulary is fundamental to language and important to the typical language learner (Zimmerman, 1997) is often supported in the language education field. McCarthy (1990, p.3), for example, agrees that “No matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in L2 just cannot happen in any meaningful way “. Regarding the close connection between vocabulary knowledge and language learning, it would be difficult to ignore the importance of vocabulary knowledge for developing the learner’s basic language skills. This means that both teaching and learning of the English language depend on vocabulary. Students cannot communicate their own ideas without a sufficient vocabulary.

The high value of acquiring more vocabulary is crucial and approved by Wilkins (1972, pp.111-112) when he assumed that “...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Lewis (1993, p. 89) also demonstrated that “lexis is the core or heart of language”. On the other hand, Students also seem to be aware of the necessity of language vocabulary knowledge, as Schmitt (2010) asserts that learners carry around dictionaries and not grammar books. In this light, it can be deduced that vocabulary learning is vital, it is the heart of the FL that the learners should stick to and understand that it conquers their interest after grammar and pronunciation. Based on Grauberg’s (1997, p.15) perspective, the vocabulary learning process comprises four different stages:

### *6.1 Discrimination*

The very first step is this. While speaking and writing, it requires the capacity to keep sounds and letters separate from those around them, from the sounds and letters of related words, and when listening and reading

### *6.2 Understanding meaning*

This entails comprehending the meaning behind the term or phrase in question. This is frequently simple because there is an English comparable term or because the word may be directly associated with its subjects

### *6.3 Remembering*

After introducing and explaining new content, the following step is to make sure it is retained. After students have figured out a word's meaning, they no longer need to focus on it, and it will eventually be forgotten.

### *6.4 Consolidation and extension of meaning*

If learning new words were a quick process, and if presentation were the only important factor at play, then words would not need to be relearned since they would never be lost. Yet, as things stand, it appears that words are assimilated gradually over time and that they only completely integrate into the learner's own pool of words when he can use them with the same level of fluency that distinguishes the words he employs in his original language.

## **Conclusion**

The importance of vocabulary learning has been broadly acknowledged by L2 scholars and practitioners over the past few decades. It has been demonstrated that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, pp.111\_112). In addition to playing a substantial part in L2 learning, the formidable and gradual growth of a variety of vocabulary skills necessitates that language learners pay close attention to this component of language learning. In this sense, providing the language learners with a variety of VLS enables them to more successfully manage the challenging



nature of vocabulary development. If there is limited time, a rigorous curriculum, or overcrowded courses prevent effective VLS learning, efforts might be made autonomously by learners to avoid these types of constraining conditions.

## **Section Two: Rock Music and English Vocabulary Learning**

### **Introduction:**

Rock music is a popular music style that has developed over time to encompass a variety of sub-genres like alternative rock, heavy metal, and punk rock. Its distinctive qualities, including its meaningful and rich lyrics and the authenticity of its themes; set it apart from other musical genres. Through its history, it has been a major cultural movement, and it still has an impact on modern rock music as well. Due to this genre's deep influence, it has paved its way for ESL learners too, considering that it could be useful for enhancing one's English linguistic ability. The given section will provide an overview of music in general and Rock music in particular. It will list the top three types of music. It will also delve deeply to examine the history, different sub-genres and years of rock music's evolution. Since rock music could be related to learners too, this section will list the most popular rock bands among learners; both classical and modern bands, and discuss the potential of these bands to help students develop their English. Moreover, it will cover the importance of rock music for EFL learners, focusing on different songs' examples to supply each point. At last, it will reveal the relationship between Rock music and English vocabulary learning. This section provides a good examination of the Rock genre, its uniqueness and the possibility that it can be used as a source of joy, inspiration, motivation and most importantly a source of education.

#### **1- Definition of Music:**

Music acts as a mirror which reflects the human being's nature, mystery, fiction, reality, and schism. It covers inward matters, animates emotions, it speaks a language. Music has traditionally been thought of as a piece of art that uses sound and rhythm to portray feelings and sentiments. It can be produced by instruments, vocals or voices, and electronic musical

tools. Fisher (1929) contemplated music when he said that “music means much” (p.361), to the extent that makes him believe that it is hard to find an appropriate absolute definition that can describe it both deeply and visibly. He expected some perspectives about the term ‘music’. The Musician would say that music is an experience; reasonably for being part of the field. Fisher (1929) came to a conclusion that music is like man, a body shaped, combined with feelings, emotions and concepts. He claimed that it raised new bodies to house its substance, in addition to its power that appears through its patterns. Fisher’s ideas evoke that the pattern which refers to content and form are connected in music, and the potency of music gathers both the body and its substance i.e the concept and its representation to be one. The same case with Davies (2012) who proposed the identical idea of Fisher (1929) that music’s definitions are scarcely attempted and a widely phenomenon like music does not need to be defined. Music has been presented in a form of sounds from the early first symphonies of Leopold Mozart to the recent overflowing Eminem’s songs, the sounds activate joy, happiness, nostalgia, freedom etc. All these expressions can resemble music and be part of its definition because it refers to different sensational feelings more than just a simple term. Faulkner (1913) asserts that music is a form of art that must be taken into account as a significant element in the development of human civilization. It should convey a narrative or a lyrical idea and he adds that the variety of music is unlimited and that it represents ideas, emotions, colors, and description.

The offered definitions of music have assumed that it is something positive and that it acts as an object that brings joy and conveys the listeners' sentiments. In conclusion, it can be said that music is an art in itself not only a form of it. It has an inconceivable potency that could influence the mood of both its composer and its listener, it can be wordless at times but it has an aesthetic value which makes the insupportable supportable. In this sense, it can play a

major role in learning a language through its differing genres. The top three musical genres that are popular among listeners and which EFL learners can benefit from are found below:

## **2- Top Three Music Genres**

Throughout our lives, music plays a significant role. The rise in popularity of this music stems from its humble technological roots and the fast, portable access made possible by internet platforms like YouTube. Popular music is a capture term for a broad range of musical styles that is broadly appealing and frequently made available to big audiences by the music business. Anyone with little to no musical experience can enjoy these genres and styles. According to music writer lambo (2018), since industrialization began in the 1800s, popular music has been characterized as the music that is most in accordance with the preferences and interests of the urban middle class. The most popular musical style varies by location, although pop, rock, and hip-hop are three of the most well-liked styles globally.

### ***2.1 Pop Music***

Pop music is a modern music typically thought of as the musical genre that is most widely attractive to listeners. Booth and Kuhn (1990) point out that the earliest pop music occurred in major urban centers (seventeenth- and eighteenth-century Vienna and Tokyo are two excellent examples) where a mass audience could be physically gathered in one space. A unique feature of pop music systems is the presence of at least one individual who controls the merchandising of the performance (the concert hall owner, the promoter, etc.). Stambler (1989) stated that it is a prominent subgenre of popular music that may be separated from folk music and from classical or art music. Pop music is a type of popular music which is sometimes identified by stylistic characteristics that are reminiscent of the songs of vocalists like Karen Carpenter and Roberta Flack, such as a danceable rhythm or beat, simple melodies, and a repetitive pattern. Pop song lyrics are frequently sentimental and refer to

dancing or love. Pop music occasionally incorporates aspects of folk music as well as rock, hip hop, reggae, dance, R&B, jazz, and other genres.

## ***2.2 Hip Hop Music***

Hip hop is another genre of popular music characterized by strong rhythmic beats. As stated by Gladney (1995), The Black Arts Movement of the late 1960s and early 1970s is closely linked to hip-hop. Hip hop is consequently linked to African American musical, cultural, and artistic traditions. Jackson and Anderson (2009) asserted that hip hop is a popular culture movement that began in the South Bronx in New York City in the early 1970s. Clive Campbell, better known as DJ Kool Here, was the driving force behind its creation and was a native of Kingston, Jamaica. In order to emphasize the portions of the song that listeners enjoyed most and to stress a rhythmic beat, DJ Kool Here started using two turntables in response to the nightclub scene in the Bronx. They added that this music genre has been spreading a booming message of freedom of speech, solidarity, peace, and protest against social injustices for more than 35 years.

## ***2.3 Rock Music***

Rock music is seen as a large category of popular music known as "rock music" that began as "rock and roll". It may be described as a kind of music with a powerful rhythm. It is defined by Scaruff (2009) as a genre that uses electronic instruments, cacophony, digital/computer technologies, sampling techniques, and ethnic influences outside of African-American and Anglo-Irish. The stylistic and technical advancements made in the first half of the 20th century are the foundation of modern rock music. The roots of the genre known as "popular music," which includes rock music, can be traced all the way back to the end of the 19th century. In fact, it would be more correct to describe modern rock music as the combination of dance, avant-garde, and pop music. Moreover, Waterman (2006) states that

the word "rock music" has typically been used to describe a body of contemporary music that stems from the groundbreaking rock 'n' roll records made in the 1950s by artists like Chuck Berry, Elvis Presley, to name only a few. Rock music began to emerge into marketing subgenres in the 1960s, and the trend continues to be strong nowadays. Examples of these subgenres include country rock, folk rock, art rock, glam rock, southern rock, jazz rock, Latin rock, hard rock, and heavy metal. Added to this, Rock music's evolution has also been significantly influenced by Mexican immigrants who settled in California (Chicanos). Ritchie Valens' 1959 breakthrough song "La Bamba" which was inspired by a folk song from Veracruz, is one example of this ongoing impact. Other examples include Carlos Santana's late 1960s fusion of salsa and guitar-based rock music, as well as Ritchie Valens' 1959 hit "La Bamba". Pop, rock, and hip-hop are some of the most popular musical genres because of how engaging and amusing they are in addition to their catchy melodies and captivating lyrics.

### **3- The History of Rock Music**

From its inception in the USA, rock music has been among the most widely-listened-to musical genres. According to Waterman (2006), it is common to see the decade before rock 'n' roll's birth depicted as one of musical stasis or, at best, gestation. In fact, it may be claimed that the age immediately following World War II was among the most fascinating, intricate, and dynamic in the development of American popular music. Kajanová (2014) points out that around fifty years of the twentieth century are covered by the rock genre.

The music and its culture were an evolution of earlier jazz, blues, and country & western movements. It adopts some of its components and modifies them to fit the new musical paradigms of rock performers. The creation of rhythmic and polyrhythmic rhythms helped to shape the musical concepts of both jazz and rock music. Dotted rhythm, triplet movement, and syncopation are fundamental components of rock rhythms. These elements originated in

European folk music and stylized dances, were domesticated in American saloon music and country music and finally appeared in rhythm and blues and jazz rock was brought from there. This kind of music is very famous and liked by its fans and especially teenagers. Waterman (2006) confirms that Rock 'n' roll music appeared to provide a link between ostensibly exclusive audiences. It was the music of the youth in the 1950's. Waterman (2006) added that In the 1960s, rock 'n' roll musicians who had outgrown their adolescent years and wanted to appeal to a mature audience of their peers changed the name of their music to just rock. This was because rock 'n' roll was so closely associated with adolescence and adolescents. Students could learn from rock lyrics since they are very significant and can be seen as a poetic masterpiece. Willis (1975) approves that the idea of rock lyrics as poetry gained popularity; among Dylan's supporters. It became a cliché that he is a poet who utilizes rock-and-roll to share his art. Clarke (1983) as well points out that during the 1960s, the trend of balancing rock idols with literary greats has lost popularity as rock's own legacy has begun to be recognized as the source of its meanings, language, and sound. Since its inception, rock music has greatly expanded to include a variety of subgenres which would be discussed next.

### ***3.1 Rock and Roll***

Rhythm 'n' blues and country music are frequently combined to become rock 'n' roll. Although roughly accurate, there were many more factors at play in the first half of the 20th century that allowed for the emergence of rock 'n' roll and its later advancements. The person who is typically credited with creating the term "rock 'n' roll" is a white disc jockey from Cleveland, U.S, whose real name is Alan Freed. Scaruffi (2009) stated that in 1951, Freed decided to bet on the success of Leo Mintz's record store and launched a radio program called "Moondog Rock'n'Roll Party" that played black music for a white teenage audience. Even though other white disc jockeys had done and were still doing the same thing, Freed's excitement for black music carried on. Therefore, everybody was already "rocking". With

Bill Haley, the record business attempted to highlight the fact that black people were producing new music. His success showed the proof of a listenership for this musical genre. In addition to this, the word "rock" was widely used throughout the latter part of the 1960s. Initially, theorists thought that the overall tendency of rock music would either lead to hard rock or its counterpart, lyrical soft rock.

### ***3.2 Hard Rock***

Kajanová (2014) stated that the period between 1960s and 1967s served as a transitional period for hard rock music. Bands such as The Beatles (1958), The Animals (1962), The Rolling Stones (1962), The Yardbirds (1963–68), The Beach Boys (1961), The Byrds (1964) fit in the category of Hard Rock although they are known to alternate between Pop music and Hard Rock. Hard rock music is also said to have originated in the second half of the 1960s with acts like The Doors (1965), Jimi Hendrix (1966), Janis Joplin (1967), Deep Purple (1967), and Led Zeppelin (1968).

During the second era of hard rock, The Who, Deep Purple, Black Sabbath, and other bands employed musical theater, smoke screens, lighting, blazing torches, and other beyond-music visual elements to produce their psychedelic music. Many light-show concerts took place between 1965 and 1969. Major shifts in the application of rhythm, improvisational methods, and a new appreciation of the compact sound of musical bands were important characteristics of this period. In the current hard rock period, the rhythmic pattern serves as both a fundamental rhythmic model for the rhythmic section and a melodic and rhythmic theme known as a riff that is played by the bass guitar in addition to the guitar.

### ***3.3 Electronic Rock***

For Kajanová (2014) the rock subgenre known as "electronic rock" originated in the 1970s and 1980s. The nicknames electronic music, industrial rock, krautrock, synth pop, and techno pop are also used to describe this genre. Jazz, rock, and pop music of the mid-1970s and,



notably, the early 1980s were the genesis of electronic rock. Art rock was at the height of its development at that time, and poly-stylistic rock was becoming more and more common as pop jazz and funk influences emerged. Although electronic rock had elements of both popular music and, particularly, the disco sound of the USA's Motown Publishing House in the 1970s. It also had many traits with middle-of-the-road style. As a result, several songs cross the lines between electronic music, art rock, and the middle-of-the road style.

### ***3.4 Punk Rock***

Kajanová (2014) states that the development of punk rock was a response to art rock's growing sophistication. Punk rock performers stressed simplicity while introducing rage, resistance, and provocation into rock music through their musical ideas and expression. The fashion went back to the original philosophies of the rockers and beatniks of the late 1950s and early 1960s. Punk rock was not just a musical genre; it was also a potent counterculture movement of the "blank generation," emphasizing disorder, anarchy, and clutter in society. It was defined by Stalcup (2001) that the term "punk rock," which has been used informally, best captured the crazed joy that comes from being outrageous onstage. Grossman (1996) states that songs in the punk genre tended to be brief, loud, and quick. Punk prominently featured the rock genre's distorted guitars. Furthermore, this rock genre was valuable because it discussed real life problems. As Grossman (1996) confirms, Punks also adopted a wide range of topics that were popular with the general public. Punks discussed issues such as corporate power, discrimination against women, and more.

### ***3.5 Heavy Metal***

Heavy metal is a musical subgenre originated from rock music which has a great significance in assisting and motivating the learning process because of their truthfulness and originality. As Ahlkvist (1999) states, using heavy metal as an illustration, that a cultural examination of one musical subgenre offers an integrated course subject and encourages

active learning. Moreover, Walser (1993) argues that heavy metal is the visual, acoustic, and lyrical aspects that all "speak to" the listeners of this kind of music, in addition to conveying their personal experiences, worries, desires, and aspirations. For Kajanová (2014) many heavy metal variations, including *Hard core*, *Speed metal*, *Thrash metal*, *death metal*, *Black metal*, and *Grind core* have emerged as a result of the continued evolution of rock music from the 1980s to the present. War and nuclear weapon themes, the destruction of morals, and concerns about corporate control in the national economy are all present in the lyrics of metal bands that fall in this category of music. On the other hand, Brown (1995) argues that Thrash metal music both expresses and reacts to an individual sense of alienation with reference to such social issues as animal rights and pollution. For Kajanová (2014), *Death Metal* began to develop in the USA as a continuation of thrash metal, and it is associated with pessimism, Satanism and supernatural. *Black Metal* is another subgenre of rock music and According to Kajanová (2014), *Black Metal* highlights social elitism and the long-forgotten honorable nature of medieval warriors. As for *Grindcore* subgenre, Kajanová (2014) states that it began as a progression of death metal and hardcore. Feminism, anti-racism, anti-militarism, and anti-capitalism are among the themes of *Grindcore* lyrics.

Rock music has been popular across history and it is listened to by a wide range of people due to its profound lyrics, sincerity, and truthfulness of its storylines. Račić (1981) approves that Rock music is known for its innovative approach to arrangements and respect for formal structures, which may occasionally give it the appearance of a genuine artistic production.

#### **4- The Most Popular Rock Bands Among EFL Learners**

Each person has his own unique taste, in every aspect of life; from education to fashion to food to music. Music listeners have the right to choose their preferred artists, their musical styles, and their favorite songs. Being selective in 'Rock Music' depends on the requirements that this genre could provide for its followers. For instance, it can bring back pleasant

memories for a man in his fifties as it can also be a source of vocabulary for an EFL learner to collect words and memorize them. Rock music has created its own position among the other musical genres, due to its features that serve different types of people, especially learners. Indeed, Grossberg (1984) states that rock gives its followers ways to live and have fun as it also empowers specific audiences in specific settings. This indicates that rock music has the ability to be a fun tool for listeners as well as an educational tool for learners. It is important to note that adolescents, or those under twenty five years old, represent a large portion of the rock music audience. It has been supported that young people are actually rock & roll's first audience (Grossberg,1984), which indicates that half of rock songs' followers are university students. In fact, learners' choice in musical rock bands differ in terms of old bands and new ones. The old people follow the bands of the nineties. However, recent rock music tends to target the twenty-first century population. Some of the most popular Rock bands among EFL learners are: *The Beatles, Rolling Stones, Led Zeppelin, Imagine Dragons, Linkin Park, and Coldplay.*

There are classical bands namely: *The Beatles* (1960), *The Rolling Stones* (1962) and *Led Zeppelin* (1968) which are supposed to be the leaders of Rock music in the 60's era. They have started building Rock music step by step, focusing on their own lyrics and covering their life experiences through their songs. Simonelli (2013) stated that the classical bands, including *the Beatles, the Stones and the Zeppelins* write their own songs with a narrow focus on appealing to young people. These bands aim for the ideas to be relevant to the society's concerns. In addition to this, these bands have developed a new version of Rock music authenticity. These bands have marked an evolution in the history of Rock music as they gained popularity and the interest of youth. Their songs have created an opportunity for EFL learners, not only to be their fans but also to learn their songs' new and rich vocabularies as well. In addition to being an inspiration for new works of art, classic Rock is still referred to

as a new creativity for other users who do not belong to the music field (McParland, 2019). Classic Rock bands' creativity, emotions and authenticity could be among the main reasons behind gaining much popularity and attention of EFL learners. McParland (2019) supported that Rock music involves aesthetic features like revealing emotions, creating reality and speaking on behalf of youth. This remarkably could imply that the previously mentioned bands shared among learners have such features that can serve as a tool for English language acquisition.

There are also the 1990s rock bands such as *Imagine Dragons*, *ColdPlay* and *Linkin Park* that have followed the path of the older bands. These bands have also met the same identical popularity that the 1960's bands have witnessed in the past. They are marked as the modern bands which opened doors for new instrumental collections, gave modern ideas of musical styles and made the rock genre more successful, expressive and artistic. Lussier (2015) claimed that modern Rock musical bands have a deep impression on students who represent half of its audience. These bands may have adapted different authentic issues; like: depicting genuine issues of life that can be related to the youth category. In regard to learning English as a Foreign Language, these bands can be said to have a significant impact on learners, since they could vary their musical styles that could suit learners with individual differences with various themes that their songs offer. What connects learners to rock bands' songs is looking for their identical problems that are often repeated through the songs. The fact that rock music could embody real life themes and meaningful lyrical songs can shape a strong bond between the student and his English language. Grossberg (1984) pointed out that different fans tend to utilize the music for very different things and in very varied manners, and they have distinct parameters defining not only what they listen to but what is included in the rock and roll genre. Grossberg's interpretation shows that rock music can reflect some aspects of the student's own life. The more they relate to the song's content the more they are drawn to

learning different new words . For example, Keong (2008) has made a study that applied two rock songs of Linkin park's modern band on his students. He found out that both singles "Somewhere I belong" and "Hold on" speak to young students as the songs tackle issues like looking for identity, loneliness, helplessness and hope. Keong (2008) argues that despite both songs' fast beats and distinctive singing styles, they can be effective tools for getting his students involved in meaningful learning experiences. The results of his thesis showed that the lyrics of both songs are based on actual events. Some of his students have witnessed the issues presented in the songs in their real lives.

Overall, the aforementioned classic rock bands (*The Beatles, The Rolling Stones and Led Zeppelin*) as well as modern rock bands (*Imagine Dragons, Linkin Park and ColdPlay*) have made unique contributions to the development of the genre. Whereas early rock artists paved the way for future generations of musicians with their energetic and powerful songs, recent rock bands have made a breakthrough of what is possible within the genre by introducing new sounds and inspirations. In addition to this, their songs have also been used as a tool for language learning, as their lyrics are often rich in vocabulary and could provide a good opportunity for learners to improve their English lexicon. As well as their deep themes that could help learners to be part of the song. Learners can memorize the songs and unconsciously learn new vocabulary without making efforts to do so.

##### **5- The Advantages of Rock Music for EFL Learners**

It is essential to consider that music plays a major role in learning languages. Rock music, in particular, has been approved as a musical tool that should be used as a part of the learning process. For example, Coromina (1993) represented the teacher's desire to adopt rock songs in class. She advocated the usage of rock music because it is widespread in today's culture. This means that the creativity as well as adaptability of rock music continues to thrive due to

the advancement of multimedia and technology. At the same time, learners continue to get influenced by this music genre. As a matter of fact, its content appears to cover what the lyrics express; it is based not only on the melodic structure of songs but the external factors (technology, fashion) that are shaped by rock listeners too (Wicke,1990). This is to say that the richness of vocabulary that its lyrics often demonstrate is what makes this genre reliable in enhancing English vocabulary. On the other hand, rock music as a part of education; an EFL tool; has not been tackled much but it would be a favorable transaction for learners to acquire English in the most convenient way. Regarding the songs' advantages, rock music can serve the learners positively as follows:

### **5.1 Offering Fun and Enjoyable Atmosphere**

Rock music is characterized by its upbeat and energetic atmosphere which can make EFL learners feel much positivity when listening to this music. It has its roots in Blues, country, and folk music, which is meant to be danced to. It has a back-beat, so the listener cannot lose it. Rock & roll, according to Frith's (1981), is a sort of leisure activity that symbolizes different imaginations about the potential of a life that is solely leisure.

### **5.2 Increasing Motivation**

Some investigations have demonstrated that listening to music, namely rock music, can boost motivation and enhance performance in particular tasks. It has shown that rock songs are powerful and EFL learners themselves prefer songs that expose enthusiastic spirits which can help them stay motivated during the learning process (Yuskar,2021). This reveals that the songs' beat and melody can energize students and increase brain activity,in addition to its lyrics that could be inspirational for them which leads to motivation. "Believer" is one of *Imagine Dragons*' songs. Although it is the proclamation of a person who has gone through a lot of pain in his life, it has grown significantly as a result. This song is an example of

motivational music. Another example is "Whole world is watching" by *Within Temptation*. The song's message is being empowered and getting beyond challenges which can significantly arouse motivation within the listener. Hence, this is very likely to push learners to grasp English vocabulary while listening to such songs.

### **5.3 Providing Various Vocabulary**

Learners can acquire different and new words through rock songs as they are often filled with unique linguistic terms and rich vocabulary. They also have symbolic and poetic lyrics. Račić (1981) claimed that several words and phrases are totally unusual due to the melodic language of rock music, evoking a variety of memories. Moreover, rock musicians affirm fresh and original views of reality while seeking to understand the world from their own unique perspectives. Briefly, the difference of rock lyrics explains the genre's uniqueness in comparison to other musical genres. To explain, the songs are realistic which occurs through memories and the musicians tend to make their songs' words different, meaningful and real to reach their listeners' thoughts. For example, "A beautiful lie" by *Thirty Seconds To Mars*, is a song that was composed and inspired by a village in South Africa as the band was amazed by the beauty of its surroundings and the fascinating culture of the locals. The song adapted different themes and words that the learners can learn from. 'Cold' in another song by *Five Finger Death Punch* is another example which describes the feeling of being "cold," and lost and only trying to find a purpose in life. The song contains a meaningful theme which could serve as a reliable way for a learner who wants to enrich their vocabulary either consciously or unconsciously.

### **5.4 Offering Pronunciation Samples**

Repetitive listening and singing along with rock songs can help students develop their pronunciation of English words and phrases. This is because listening more than one time

will make the learner memorize the song receptively. While singing, the listener will be attentive while imitating the song's language until they are able to mimic the whole song correctly. Dabic (2010) confirmed that *The Beatles* and other famous rock bands like *Led Zeppelin*, *Rolling Stones*, *Queen* and *U2* were among the powerful influencers on learning pronunciation. Indeed, different rock songs have a clear pronunciation that could be helpful, for example, the song 'Pain' by *Three Days Grace*, is clearly pronounced and correctly articulated so that the learners could use it as a source for their learning process. 'Get back' by the band '*Nine Lashes*' can also offer clear pronunciation examples that are useful for EFL learners.

In conclusion, there are many advantages for the rock genre to guide the EFL learners for a better foreign language development. Boosting motivation, providing enough vocabulary, offering clear pronunciation, in addition to creating joyful atmosphere' are among the benefits that rock songs could produce for listeners, this significantly highlighted that rock songs could be an effective tool for an EFL learner to ameliorate their English in terms of pronunciation, vocabulary and being motivated.

## **6- The Relationship Between Rock Music and English Language Learning**

The English language is commonly utilized to communicate ideas and views. Despite not being fully spoken in some countries, English is still the dominant language that is needed internationally. Our lives depend heavily on the English language as it is the most demanded language that should be learned. Vidyarthi (2023) assumed that English is currently the most important language for communication and education. It is crucial for students who are learning because it opens doors for their future employment and cultivates their linguistic intelligence along with improving their ability to succeed as bilinguals in the workplace abroad. As Vidyarthi (2023) argued, mastering the English language has become an essential



requirement for all the students and for society as a whole, because it promotes students' lives in different fields.

English has been taught traditionally using textbooks, chalk boards and flashcards, with the teacher's presence. However, by the development of the syllabus as well as the adoption of different learning strategies, the student can be independently responsible for their own learning. Teachers have varied their styles of performing data of a given lesson to test their students' English language but learners who are individually different may not support their teacher's method. Hence, these learners would choose other ways to master their language autonomously. One of the sub-types of the English language that is important to master is vocabulary. Indeed, it has been viewed as one of the most fundamental elements of language (Hedge, 2008; Richard&Rodgers,2001). McCarthy (1990) also added that it is the primary aspect of any language that should be accounted by learners, without which communication will be useless.

Vocabulary has gained the priority to be learned, simply because a wordless passage will make no sense in comparison to a passage with a plenty of words constructing a meaningful content. This is why words should be developed effectively by learners to fill their linguistic resources. Reading novels , watching English movies, following vlogs, using dictionaries and listening to music, have been among the varied modern strategies that learners rely on to acquire English language vocabulary. In addition to these learning strategies, listening to music has lately been focused on in English language learning since music could make the learner feel more comfortable when learning and being comfortable is important to the extent that the learning process could happen in both cases either consciously or unconsciously.

Rock music and language learning have a close connection; in that they can both produce supportive results for EFL learners. There have been some investigations on incorporating

rock music as a method of teaching, thus, it has been demonstrated that Rock music is powerful and motivates students while learning English (Yuskar,2021;Greer et al., 1974 ). If this genre has been employed in instruction, then learners would trustfully rely on it for their autonomous learning. Stansell (2005) has confirmed that the musical method entails enjoying language and allowing words to come naturally. In this sense, it becomes arguable that a Rock music learning method can benefit the learners in terms of motivation and creating an enjoyable learning environment. Rock music is valuable in learning a language as it frequently employs a rich variety of vocabulary, which can aid EFL learners in deepening their understanding of the language. Taylor (2006) emphasized that beyond the powerful impact of Rock lyrics, it provides a legitimate means of ‘Having Fun’ for the audience, mediating ‘True’ values and honesty of inner sentiments that seemed far more authentic to youth. The fact that musicians and rock bands share deep and realistic themes with their audience, this genre's song lyrics become noticeably meaningful. One of the special songs called “Thick as a Brick” which was sung by the band *Jehtru Tull*, the song contains such profound theme and rich versus:

*And The sand-castle virtues are all swept away in*

*The tidal destruction, the moral melee*

*The elastic retreat rings the close of play*

*As the last wave uncovers the newfangled way*

*But your new shoes are worn at the heels and*

*Your suntan does rapidly peel and*

*Your wise man don't know how it feels*

*To be thick as a brick*

(Anderson,1972, stanza2)

The song serves as an expression of low expectations of the band's leader Ian Anderson over his society. He attempts to create a persona of a young boy who is confused to choose between being a military like his father or an artist. He, in fact , resembles his father and he tries to adapt to the society he once protested against. The song seems to have different verses and less refrain but it offers meaningful and serviceable terms which are repeated, including: 'newfangled' which refers to something modern, 'melee', synonym of fight, in addition to the term 'tidal' that is related to the raising and the falling of the sea. This could help English learners to use them in other contexts. In another song called "Fiddler's Green" by *The Tragically Hip*, contains lyrics that are rich and have sense, when the singer says:

*Her son has gone alee*

*And that's where he will stay*

*Wind on the weathervane*

*Tearing blue eyes sailor-mean*

*As falstaff sings a sorrowful refrain*

*For a boy in Fiddler's green*

*His tiny knotted heart*

*Well, I guess it never worked too good*

*The timber tore apart*

*And the water gorged the wood*

*you can hear her whispered prayer*

*For man at masts that always lean*

*The same wind that moves her hair*

*Moves a boy through fiddler's green*

(Conolly & Limpens, 1991, stanza, 1-2)

The singer's sadness was revealed through this song as he lost a member of his family but he finds comfort in the idea that those who suffered are now living another life to the fullest. The lyrics' overall theme is about emotional solace. (Weathervane, falstaff, sorrowful refrain...) are among the repeated terms of the song. Once the learner comes across the lyrics repeatedly, the terms would stick to their minds because repetition is key to learning a language. Another example of rich vocabulary that learners of English can benefit from can be seen in a song called "Unbecoming" by *Starset* which is among the most expressive in the album "Vessels" released in 2017. In this song, the singer appears to be pleading for rescue since he is no longer able to save himself when the other side keeps ignoring him and leading him to become worse. Below are some of the song's sincere words:

*Eyes in the dead still water*

*Tried but it pushed back harder*

*Cauterized and atrophied*

*This is my unbecoming*

*Knives in the backs of martyrs*

*Lives in the burning fodder*

*Cauterized and atrophied*

*This is my unbecoming*

*You found me drifted out to sea*

*It's automatic*

*It's telepathic, you always knew me*

(Bates & Baker, 2017, stanza4)

The song contains repeated terms like: cauterized, atrophied, telepathic, unbecoming... which could be easy to remember by the learner.

Rock music Singers write their songs with fully real themes which include the independence of The United States of America, challenging drug addiction, and asking for rescue to name only few. This reveals the lyricists' interest in sending the message rather than writing only for rhyming. What really makes Rock music stand out among the top three musical genres (Pop, Hip-Hop, Rock) is that, most of the time, the singers are the original writers of their songs which make them more authentic and realistic. It is common that Rock musicians, particularly classic Rock bands write their own songs, and that the bands that learn to write their own material, like the *Rolling Stones* and *the Beatles*, are the ones who have lasted the longest by maintaining their authenticity (Simonelli,2013).

Rock musicians often share their life experiences and real life issues with their audience. Răcić (1981) confirmed that Rock music has included various realistic themes into its literary works that spring from daily life scenes. In this respect, it can be deduced that EFL learners are enabled to relate to such realistic songs which they can use for acquiring more significant vocabulary. This promotes the possibility to build a strong bridge between Rock music and

English language learning, Benson (2015), in this light, argues that it is true that being motivated to study a language is difficult; as a result, students can be motivated to learn the English lyrics using their preferable songs that can mirror their emotional condition. Rock music can be a very useful method for EFL learners. This means that learners can practice their listening skills, pronunciation and vocabulary in an enjoyable way. Furthermore, the lyrics of rock songs prevalently include useful vocabulary and terms that might aid language learners in intensifying their linguistic knowledge and their vocabulary learning skills. For instance, *Springsteen*, the Rock lyricist who is known for his realistic themes and lyrics, may benefit all people, but students in particular, with his writings that are relevant to the idea of personal development (Massaro, 2021).

**Conclusion:**

Music has left its presence to be a part that should not lose its value. Kramer (2011) assumed that there is nothing more meaningful than music, adding that if it does not vindicate meaning, nothing will. Rock as a musical genre, can have a big impact on vocabulary development and establish a solid connection to the English language. Considering that rock music can offer a wealth of useful words, its use as a language learning device has the potential to improve students' vocabulary acquisition, in addition to sharpening their listening skills. Furthermore, the emotional connection and the authentic themes that connect learners with rock bands' songs can lead to a strong desire to acquire and advance one's linguistic skills of the English language. When learning English, students should carefully choose songs that reinforce their comprehension of academic vocabulary. The implementation of Rock music into language instruction has not received much attention but resulted in such satisfied findings. Consequently, it is an interesting opportunity for autonomous learners to experience fresh, educational, and engaging ways to help accomplish their language objectives.

## **Chapter Two: Practical part**

### **Introduction**

The previous chapter looked at the theoretical part of the subject at hand. The present chapter examines the practical part of the current study. It is designed to shed light on the field work that is done to gather the data needed to address the research questions and accomplish the study's objectives. This chapter seeks to offer an in-depth clarification of the key concepts that are applicable to the fieldwork. This will involve restating the study's primary objectives, its participants, and its data collection methods. Furthermore, it will focus on the description, analysis and discussion of the students' questionnaire and interviews of some Rock fans. Additionally, within the purview of the current chapter, a description of the study's main limitations is given, along with some recommendations for future research based on the analysis and interpretation of the results.

#### **1- Aims of the Research**

This study aims to demonstrate the value of rock music for vocabulary learning, assist students in developing a variety of rich, relevant and new vocabularies while listening to rock songs, and highlight the distinctiveness of rock lyrics.

#### **2- The Participants**

The study is undertaken with third-year students at Abdelhafid Boussouf University Center of Mila, Department of Foreign Languages. In an effort to assess the students' perceptions of acquiring English vocabulary through rock music. There are 155 third-year students as a whole, divided into 4 groups. 100 of them compose the research's sample. The reason behind choosing this level is that students have already dealt with oral expression, written sessions, and many of them had difficulty due to a lack of vocabulary and weak lexicon. Four English language students from the same university who have long been rock

music fans helped out with this research by agreeing to participate in an online interview and contributing their knowledge and expertise.

### **3- Data Collection Tools**

In order to achieve the study's objectives, data was collected through the use of a questionnaire for third year students of English and an interview for rock music lovers at the University Center of Abdelhafid Boussouf.

#### **3.4 The Students' Questionnaire**

##### **4.4.1 Description of the Students' Questionnaire**

The purpose of the survey is to determine whether listening to rock music could assist third-year university students improve their vocabulary in English. The importance of the respondents' responses in the development of the research is explained to them, along with the fact that their responses will only be used for study reasons. Of course, students are also made aware that completing the questionnaire by checking the relevant box remains optional and anonymous in order for them to answer honestly and independently.

The questionnaire includes twenty two items that are split into four sections and include both closed-ended and open-ended questions. It should be pointed out that the number of questions has been reduced to 22 in order to contain the most crucial ones that help answer the research questions. It is considered that adding additional questions makes learners bored and lowers the level of their responses.

The first portion of the questionnaire is headed "Background Information" and aims to clarify the students' prior knowledge in terms of their choice of studying English, whether



they listen to English songs or not, how often they listen to them and which device (internet, phone, radio, T.V) they rely on when listening to English songs.

Four questions make up the second segment that follows. It is concerned with vocabulary acquisition in English. The first inquiry is to ascertain the students' lexical proficiency in English. The purpose of the second section is to determine whether students have any difficulties acquiring vocabulary. The third section indicates the issues and concerns that EFL learners raise. The fourth question, which concludes this part, is to identify the methods used by the learners to learn English vocabulary.

"Rock music" refers to the third portion. The first question in this part, which asks students to choose their favorite musical genre, starts off this section. Discovering the preferred rock band of the students is the goal of the second question. The third question in this part focuses on the students' choices of rock bands and seeks to determine what makes them special. The fourth question asks students to express their opinions on which group of people they believe is most likely to enjoy listening to rock music. The fifth and final question which closes this portion, examines whether or not students believe that the lyrics of rock songs are significant enough to be learned from.

The last component, which consists of nine questions concerning acquiring vocabulary through rock music, serves as the major section of the students' questionnaire. Students are asked whether listening to rock music may help them acquire more vocabulary in response to the first question. The following question looks into the method through which learners acquire words through rock music. The third question then, aims to ascertain the learners' opinions on the efficacy of the methods utilized to acquire English vocabulary through rock music. In the fourth question, participants are asked whether learning new vocabulary in English is made simpler when they are included into a catchy melody in a rock song.

Respondents are asked to list any rock songs that have assisted them in learning new English words in the fifth question. The sixth question then seeks to discover how much time students spend in learning a new English word. Students are asked to name any specific themes or topics in rock songs that helped them acquire English vocabulary in the seventh question. Concerning the following question, participants are asked to list some of the most memorable English words or phrases they have picked up from listening to rock music. In the final question of this part, students are questioned about the benefits of acquiring English vocabulary through rock music as opposed to other genres.

### **3.4.2 Administration of the Students' Questionnaire**

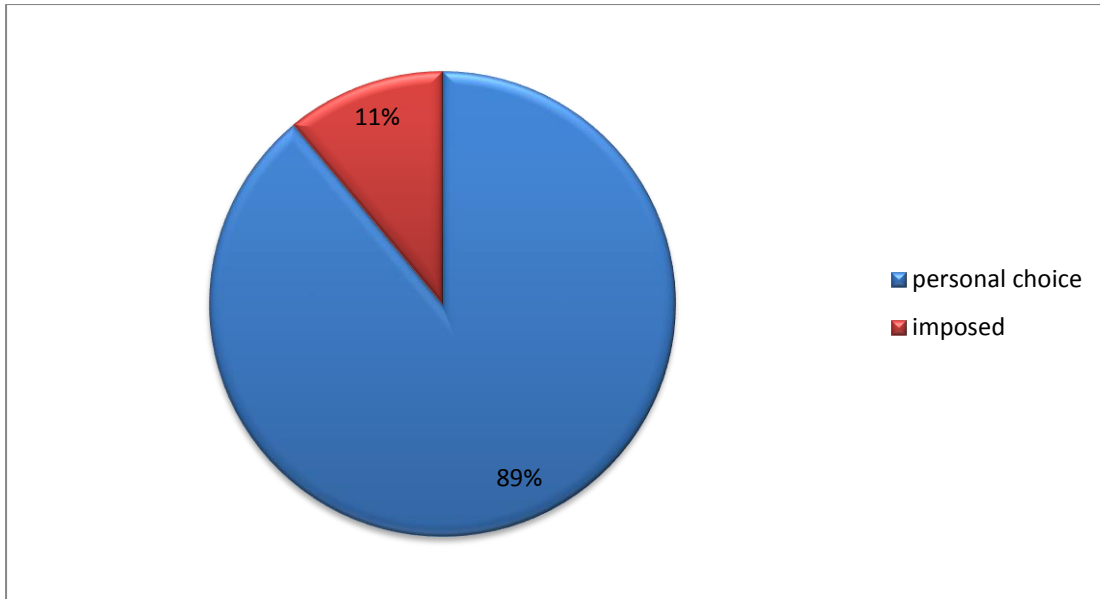
The majority of the questionnaire was given out at the university. Due to their absence during Ramadan, the remaining portion of the necessary number was made available online in order to distribute the questionnaire to third-year students and obtain their replies. The method of gathering data took roughly four days to gather the 100 students that make up the targeted sample.

### **3.4.3 Analysis of the Questionnaire**

#### **Section One: Background Information**

##### **Question 1- Was English major?**

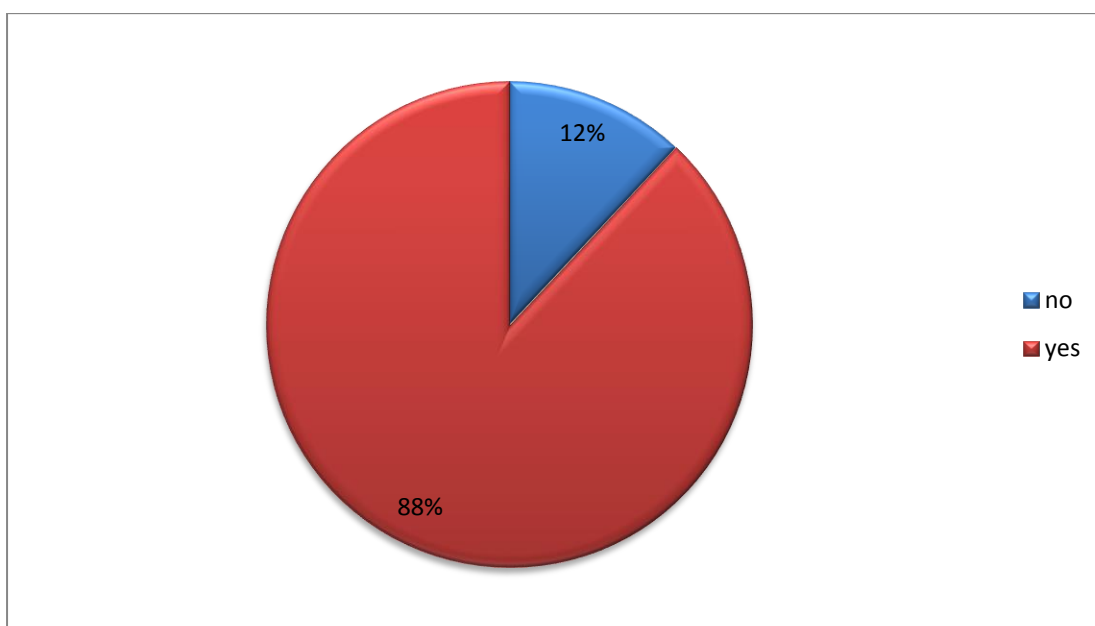
*Figure1. Learners' choice of studying English*



As it is demonstrated above, the number of students who chose English as a personal choice ranked high with a percentage of **89%**. However, the minority of learners representing **11%** of the whole total number of the group answered that the choice of studying English was imposed on them. Based on the results it can be seen that EFL learners of English at Abdelhafid University like and are motivated to study the English language, and this suggests that they attempt to find ways to develop their English language.

### **Question 2- Do you like listening to English songs?**

***Figure2. Listening to English songs***



The above figure shows that only a few students representing 12 % do not listen to English songs. On the other hand, the majority of students, 88% of the whole group, like listening to English songs. From their answers, it is obvious that students love listening to English songs which can help them improve their English vocabulary in particular.

### Question 3- How often do you listen to English songs?

*Figure3. The frequency of listening to English songs*

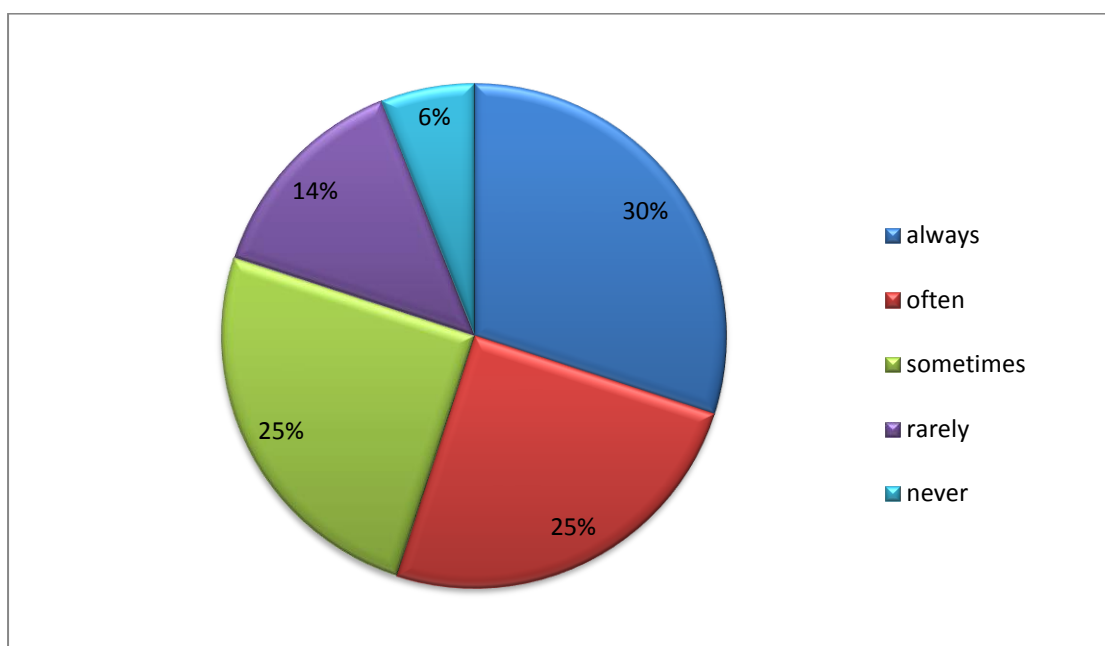
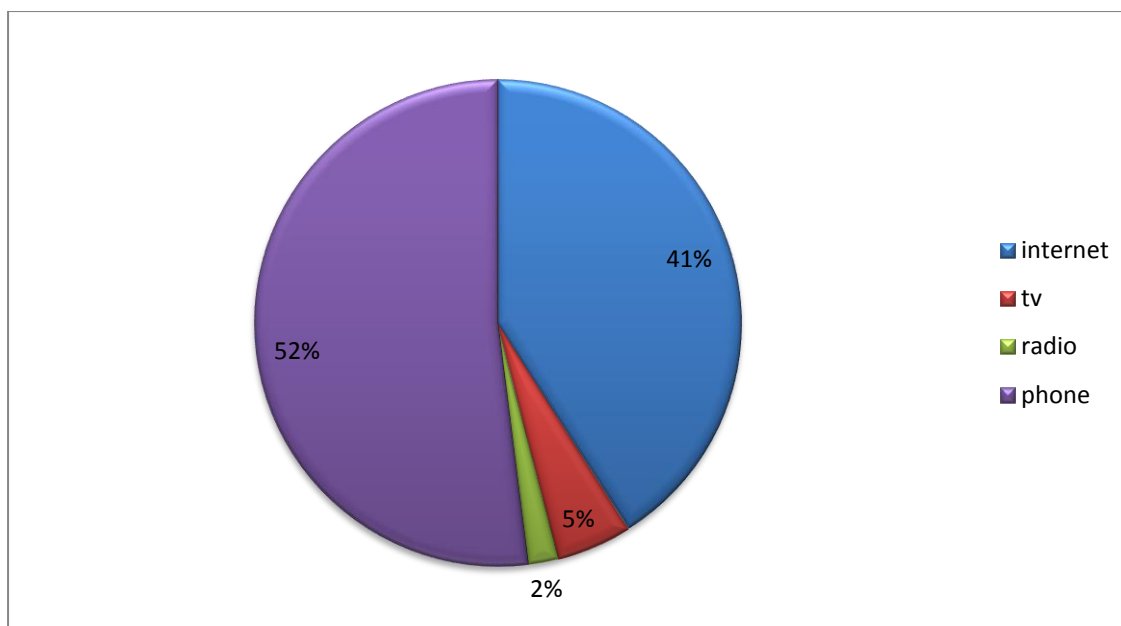


Figure 3 reveals that 30% of the learners always listen to English songs while 14% of them rarely listen to English songs. However, a small number of the participants with 6% never listen to songs in English. As for the remaining 50 % of the students, half of them answered “often” and the other half chose “sometimes” which means that most foreign language students of AbdElhafid Boussouf University Center are interested in listening to English songs.

### Question 4- When listening to music do you use?

*Figure 4.The tool used when listening to music*

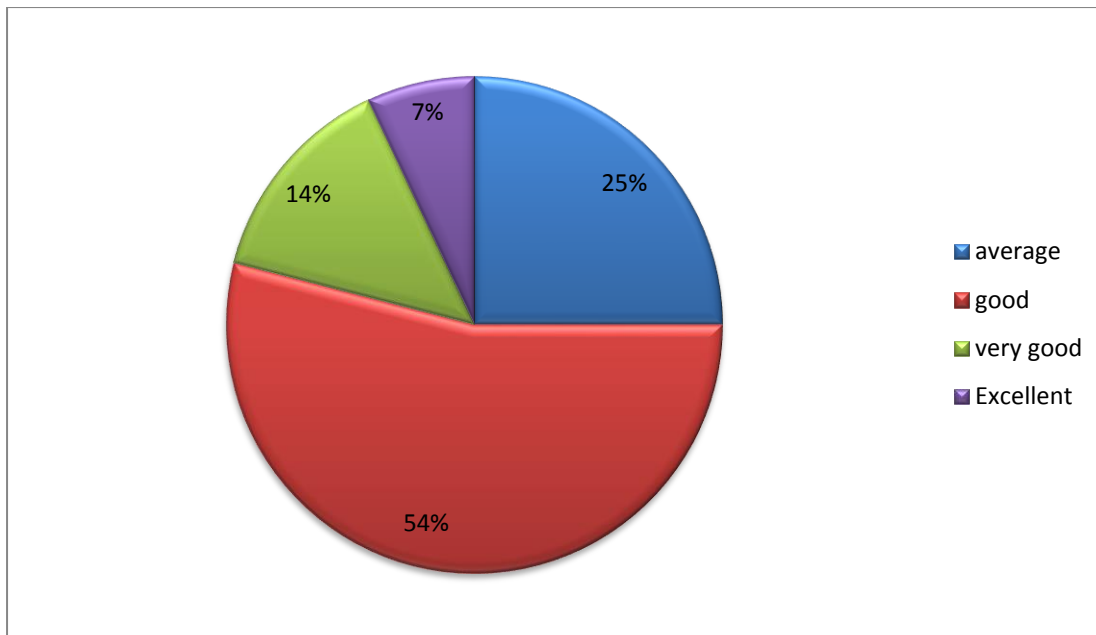


With regard to the findings presented in figure 4, more than half of the learners representing 52% use the phone when listening to music. 41% of them asserted that they listen to music online. TV is used by only 5% of the students and the remaining 2% said that they use the radio when listening to music. This shows that TV and radio are quite neglected nowadays because only a few students still use them when listening to songs. On the other hand, most of the learners prefer either using their mobile phones or using the internet i.e online to listen to music. This shows that these tools facilitate the access to music which in turn might contribute to enhancing the listener's English vocabulary.

## **Section two: vocabulary learning**

### **Question 5- How can you rate your English vocabulary level?**

*Figure 5. English vocabulary level*



From the finding of the above figure, 54% of the respondents believe that their English vocabulary level is good. Learners who have an average level at English vocabulary represented 25%. Moreover, 14% of the students said that they have a very good level whereas the left minority of the students with the percentage of 7% claim that they have an excellent level at English vocabulary. It is evident that the majority of English language learners have a good level of vocabulary which they might have acquired from different sources including music.

**Question 6- Do you find any problems in learning vocabulary?**

***Figure 6. Problems in learning vocabulary***

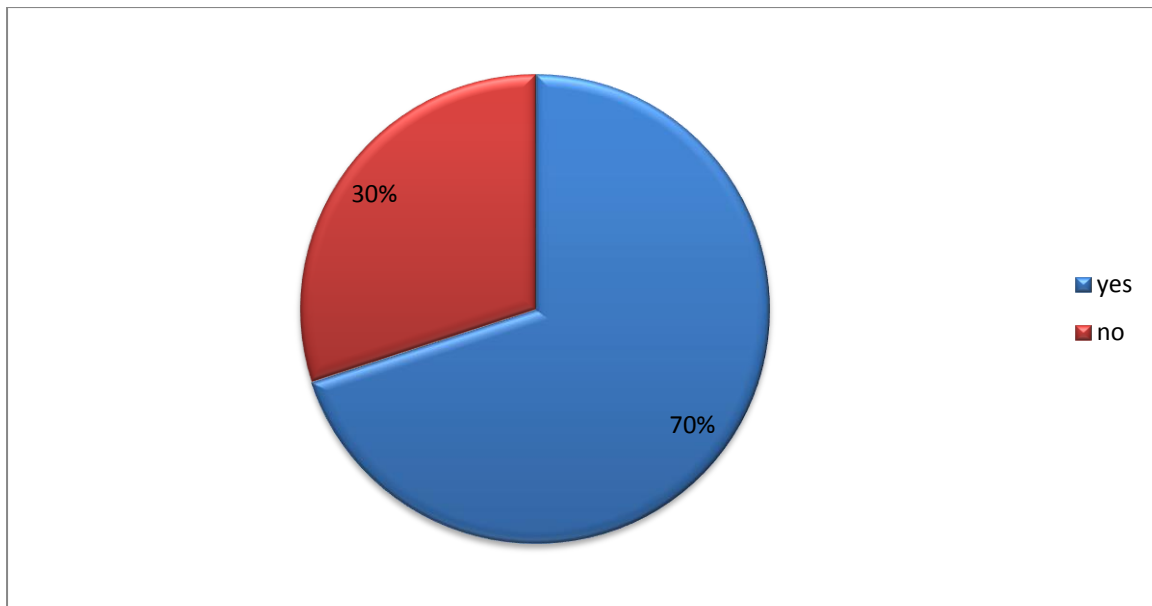
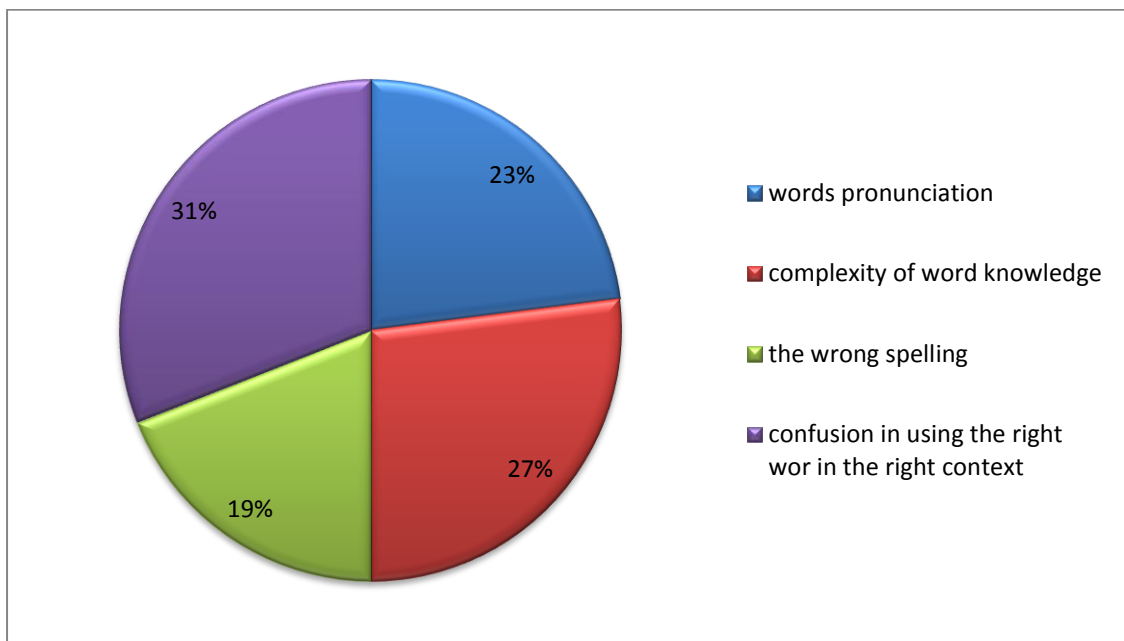


Figure 6 demonstrates that the majority of the students, consisting of 70% of the respondents, have problems in learning vocabulary. The rest of the respondents with the percentage of 30% find no problems in learning English vocabulary. Research demonstrates that the majority of students struggle to master English vocabulary. It can be suggested that English songs can be an effective tool for learners to widen and develop their vocabulary.

**Question7- What are the difficulties do you usually face in learning English vocabulary?**

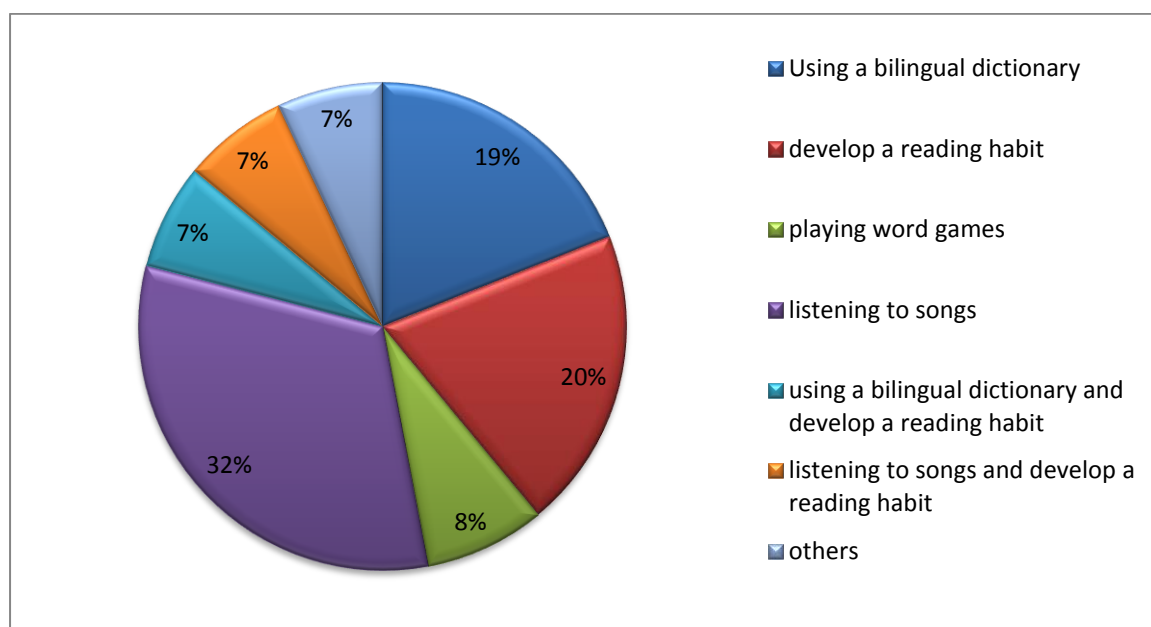
*Figure 7. problems in learning vocabulary*



The above figure shows that confusion about using the right word in the right context is a problem in learning vocabulary faced by 31% of the EFL learners. 23% of them find issues in the pronunciation of words. In addition to the complexity of word knowledge that 27% of the students suffer from. Concerning the last 19%, they face the problem of the wrong spelling in learning vocabulary. According to statistics, it can be seen that students experience a variety of vocabulary issues and problems that could be obstacles for them when trying to acquire new terms in a short period of time.

#### Question 8- What are the strategies that you apply when learning English vocabulary?

*Figure 8. Strategies for learning English vocabulary*



According to the students' answers, 19 % of them use a bilingual dictionary for learning English vocabulary. Developing a reading habit is a strategy applied by 20% of the learners, in addition to playing word games which is used by 8% of the participants. Furthermore, it is clearly noticeable that a considerable number of the EFL learners prefer listening to songs to learn English vocabulary. Concerning the remaining 21% of the answers, they ranged equally between applying a mixture of two strategies which were (using a bilingual dictionary and developing a reading habit) and (listening to songs and developing a reading habit). Lastly,

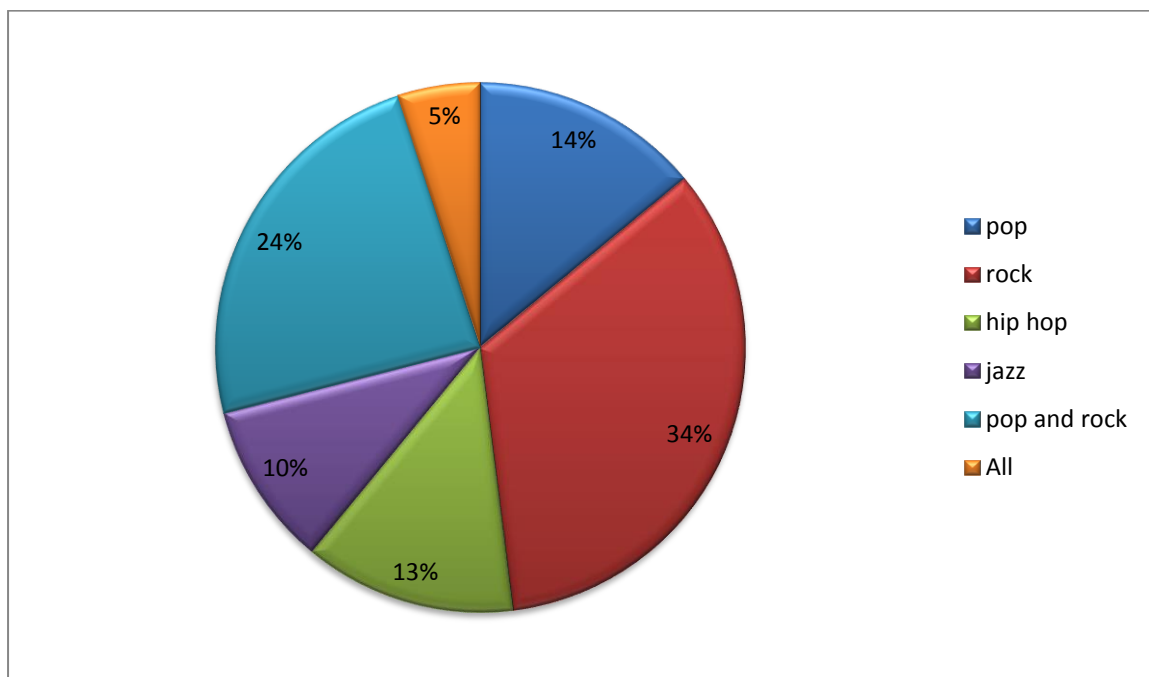


others used other different strategies for learning English vocabulary. Depending on the respondents' views, it can be seen that several strategies are adopted by EFL learners to overcome vocabulary acquisition challenges in English.

### Section three: Rock music

#### Question 9- Which of these musical genres do you like the most?

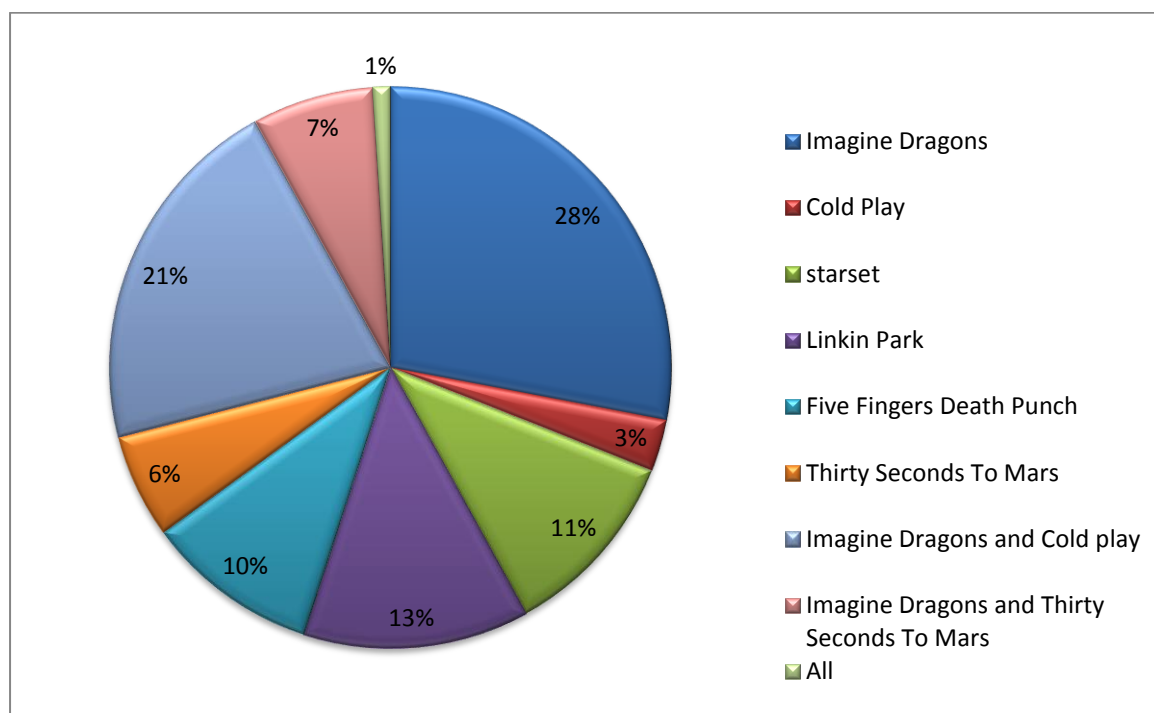
*Figure 9. Favorite musical genre*



In answering this question, it is clear that there is a considerable number with a percentage of 34% of learners who chose rock music as their favorite musical genre. The following liked genres on the list are pop and rock music, representing 24% of the whole group. Moreover, 14% of the learners chose only pop music, and Hip hop was chosen by 13% of them. Concerning Jazz, it is listened to by 10% of the students. However, there is a percentage of 5% of the respondents who reported that they liked listening to all the aforementioned musical genres. It could be seen that a significant number of learners like listening to rock music which in turn can help them develop their English vocabulary.

#### Question 10- If you chose ROCK music, which band do you usually listen to?

**Figure 10 .favorite rock band**

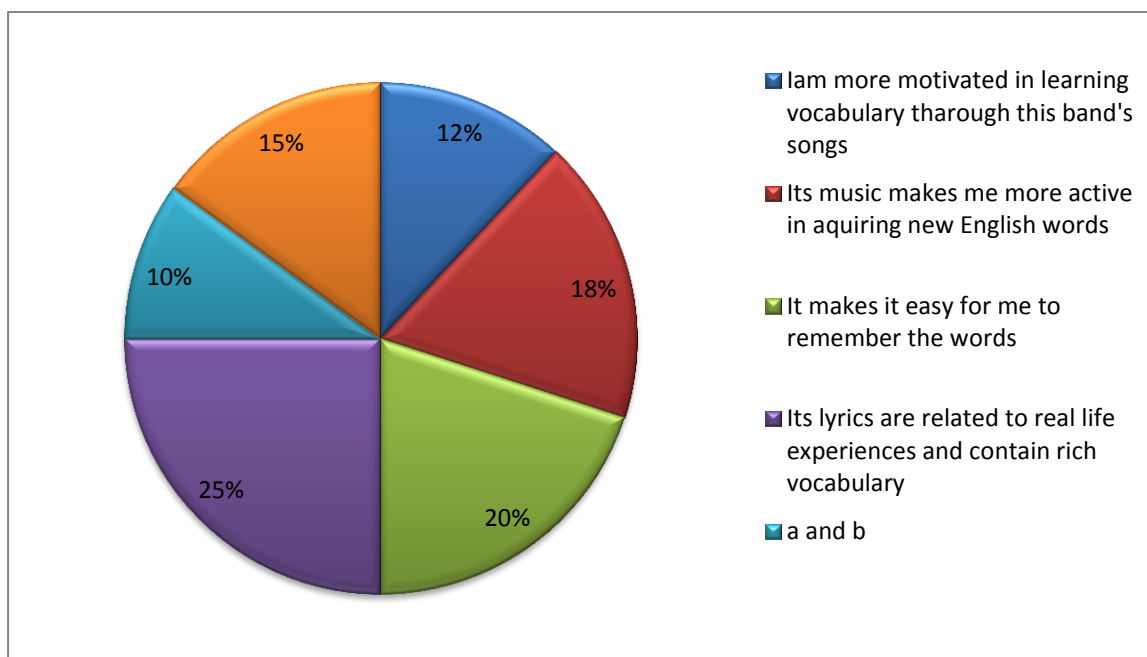


From the figure above, it is demonstrated that several students with the percentage of 28%, stated that their preferred rock band is *Imagine Dragons*. *Linkin Park* is selected by 13% of the learners and *Five Fingers Death Punch* by 10% of them. Furthermore, 11% of the participants preferred listening to *Starset* and 3 % of them preferred *ColdPlay*, in addition to the band of *Thirty Seconds to Mars* which is listened to by 6% of the participants. Added to this, a number of students consisting of 21% said that they favor the two bands *Imagine Dragons* and *ColdPlay*. Another 7 % of the students also preferred *Imagine Dragons* and *Thirty Seconds to Mars*. There is a learner who chose all rock bands. It could be noticed that the majority of EFL learners are fans of rock music and especially *Imagine Dragons* rock band. There are a variety of preferred rock bands among students, as seen by their responses. *Imagine Dragons'* band is mainly a popular band, known for its new and creative songs which can make it the first reason for listeners to follow the band. The band's lyrics involve different rich terms that might help the learners to acquire various English words. For

instance: Their song 'Believer' which is ranked among the top 10 of their songs is best-known by a considerable percentage of students at the university of Mila.

**Question11- In your opinion what makes this band's music stand out from other bands in this genre?**

*Figure 11.The Uniqueness about this band's music*

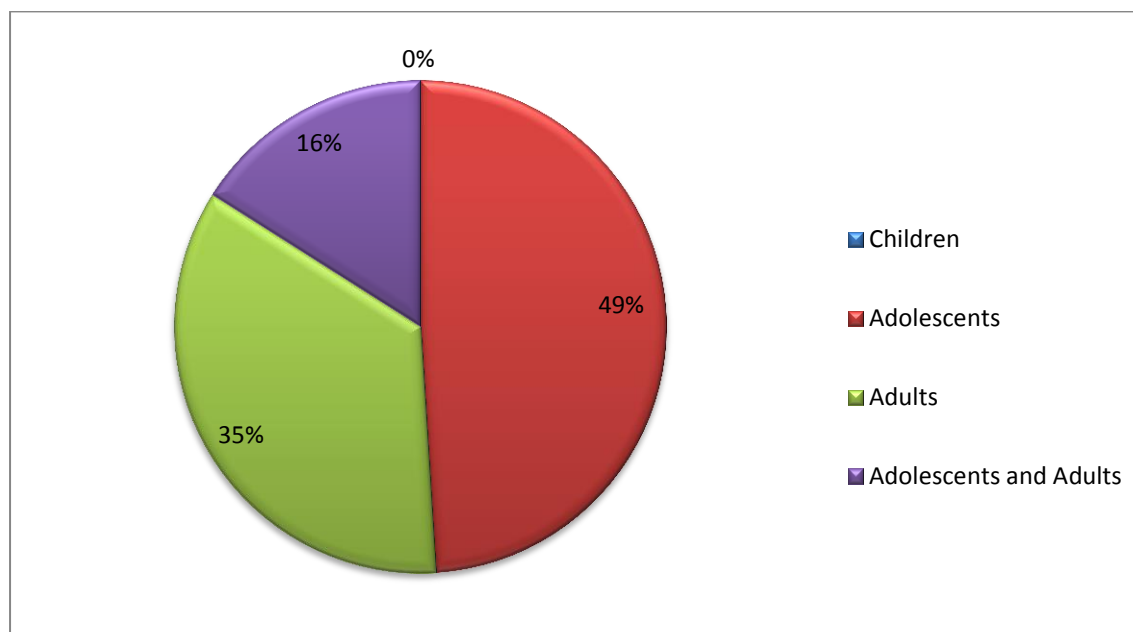


This question aims at seeing what makes their chosen band stand out from the rest of the bands mentioned. Findings from figure 11 demonstrated that a number of students with the percentage of 25% reported that they have chosen a certain band since its lyrics are related to real life experiences and contain rich vocabulary whereas 20% of them said that it makes it easy for them to remember the words. Another reason for selecting that specific band is that its music makes the listener more active in acquiring new English words which was chosen by 18% of the participants. The final cause is that 12 % of the students stated that they are more motivated in learning vocabulary through this band's songs. However, there are 10 % of the learners who have selected two reasons for favoring that rock band's music which are being more motivated in learning vocabulary through this band's songs and its music makes them more active in acquiring new English words. In addition to that , two other causes,

which are ‘its music makes them more active in acquiring new English words’ and ‘its lyrics are related to real life experiences and contain rich vocabulary’ that were opted by 15% of the students for preferring a specific rock band. Students' responses imply that they believe their favorite rock band has a distinctive quality that makes it stand out from other bands. The previously mentioned Rock bands that were selected by third year learners were mainly listed as the popular bands that dominate Rock music genre, they have been selected as they have helped learners acquire vocabulary such as, *Imagine Dragons*, *Cold play*, *Starset* , *Five Finger Death Punch*, *Linkin Park* and *Thirty Seconds to Mars*. Each band has different songs that can attract the learner to be part of his learning process. For instance, the song *Believer* by *Imagine Dragons* and the songs *Unbecoming*, *Telekinetic* (see the theoretical part, section three). The songs involve rich and expressive vocabulary that can aid the students learn various words.

#### Question 12- Which category is more interested in listening to rock music?

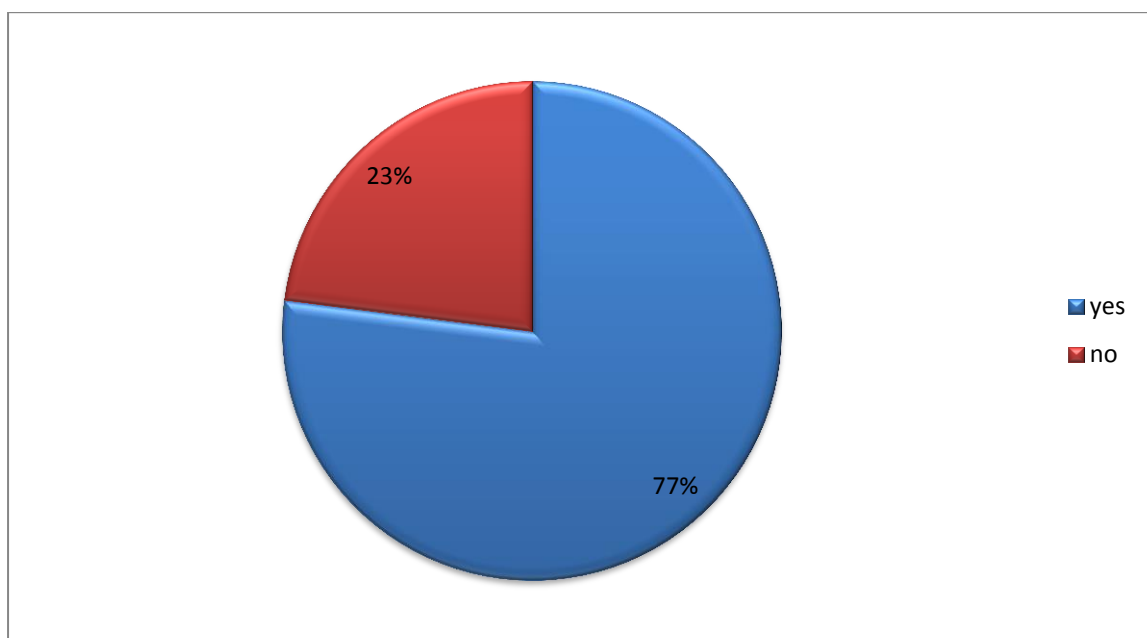
*Figure 12. The interested category in listening to rock*



According to students' answers, it is clearly demonstrated that children do not listen to rock songs. As seen from the chart above, most of the learners representing 49% stated that adolescents are the most interested category in listening to rock music. On the other hand, 35% of the respondents believe that adults are the ones who mostly prefer this music genre. However, a percentage of 16% of the answers claim that both categories of adolescents and adults are interested in listening to rock music. Adults and teenagers are clearly the target audience for rock music listening. Students of Mila university center could be among the adults who prefer this type of music (Rock music) which could be considered as a significant tool for them to depend on for learning English language. As well as helping them improve their vocabulary level by listening and memorizing the lyrics of any given Rock song.

**Question13- Do you think that the rock songs' lyrics are meaningful enough to learn from?**

*Figure 13. The meaningfulness of rock songs*



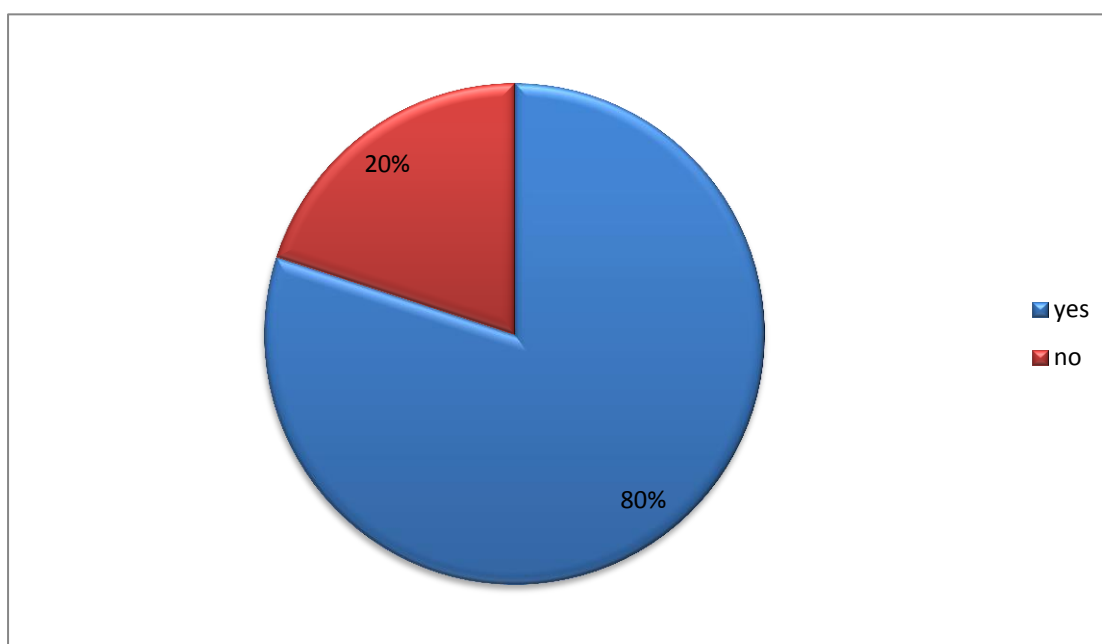
Based on the participants' answers for the question of whether students find rock songs' lyrics as meaningful enough to learn from. The overwhelming majority of the students with

77% believe that the lyrics of rock songs are meaningful and could be helpful to learn from. Nevertheless, a minority of the learners representing 23% disagree on this idea that rock songs can help them in learning through their lyrics. Based on the given answers, rock music lyrics are obviously relevant enough to be applied as a useful tool to learn English vocabulary from, given the depth of its themes.

#### **Section Four: learning vocabulary through rock music**

**Question 14- Can rock music help you learn more vocabulary? If no say why?**

*Figure 14. The usefulness of rock music in learning English vocabulary*



This question aims at finding out whether rock music helps learners to acquire more English vocabulary. As revealed in the pie chart above, it is remarkable that the number of learners who think that rock music helps them learn more vocabulary ranked high with the percentage of 80%. On the other hand a low percentage of answers with 20 % disagreed on that and they have provided some distinct causes that could be transformed into two different themes:

### Difficulties in Words Pronunciation:

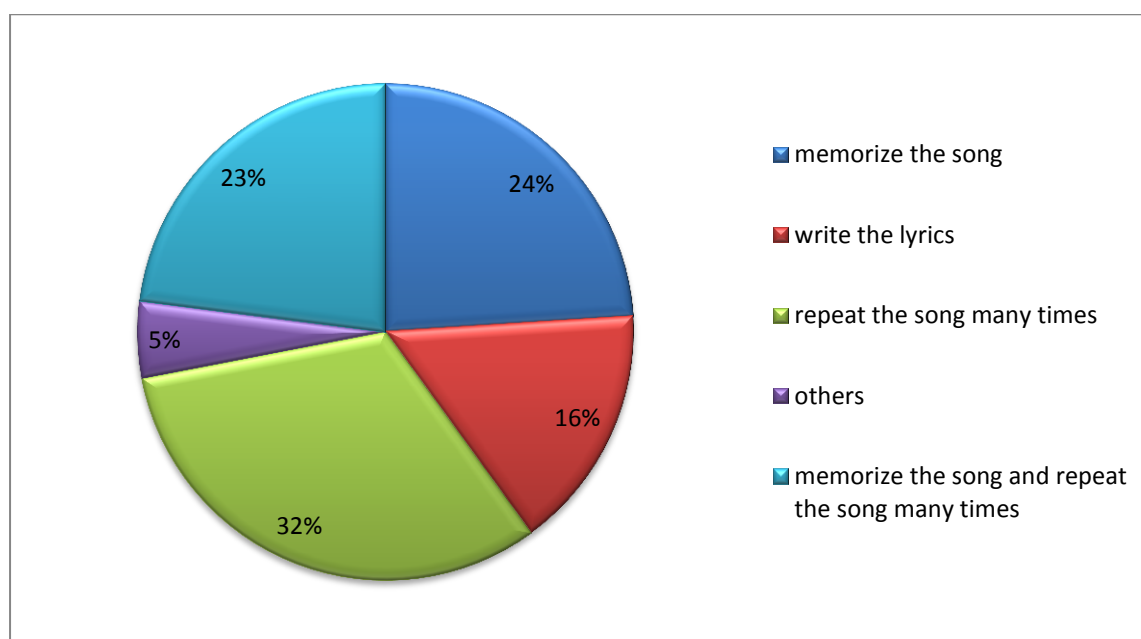
Students sometimes find problems in pronouncing the words accurately due to lack of speaking practice. This problem could be the reason that learners do not feel excited while learning vocabulary, which can lead to deterioration in the vocabulary level.

### Loudness of Rock Music:

Learners' tastes of songs can differ from one learner to another, which suggests that not all learners are fans of Rock songs. There are learners who mentioned that Rock music is loud. However, there is a claim that illustrates the songs' loudness that says, Rock songs' loudness is a good way of expressing oneself, to direct a message of anger or frustration, or to add proper effects to the song (Baugh,1993). It is apparent that rock music can play a major role in assisting students to expand their vocabulary.

### Question 15- How do you learn English vocabulary through rock songs?

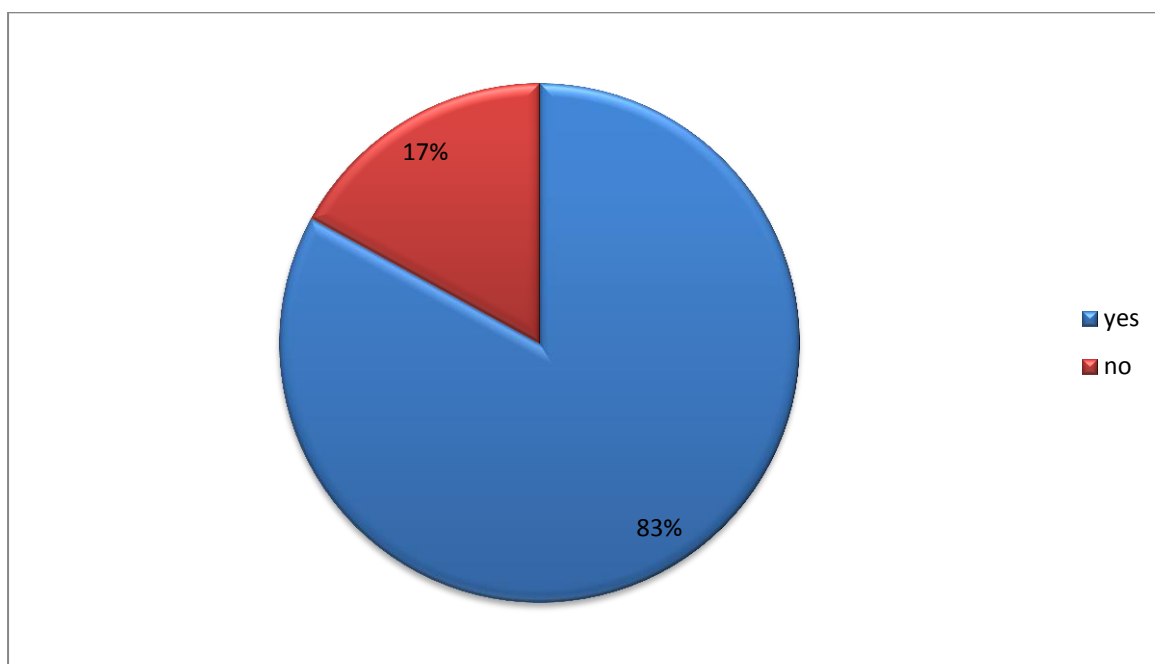
*Figure 15 .The way of learning vocabulary through rock songs*



From the chart above, it is exhibited that learners repeat the song many times to learn English vocabulary through rock songs with the percentage of 32% while memorizing the song was selected by 24% of the participants. This is followed by a percentage of 23% of students who preferred using both strategies, repeating the song many times and memorizing the song. However, 16% of the students stated that they wrote the lyrics of the song, and 5% of them favored using other different strategies to learn English vocabulary through rock songs. As revealed above, rock songs are applied by students in a number of ways to acquire English vocabulary.

#### **Question 16- Are these Strategies Effective in Learning English Vocabulary?**

*Figure 16. The effectiveness of the strategies*



From the above answers, it is clearly noticeable that the majority of the learners representing 83% approved that the earlier mentioned strategies are effective in learning English Vocabulary. In contrast, 17% of the students disagreed on these methods' effectiveness in learning English Vocabulary. These results prove that the aforementioned methods are successful for learning English vocabulary.



**Question 17- Do you think it is easier to remember new English words when they are set in a catchy melody in a rock song?**

*Figure 17 .Remembering vocabulary when in rock songs*

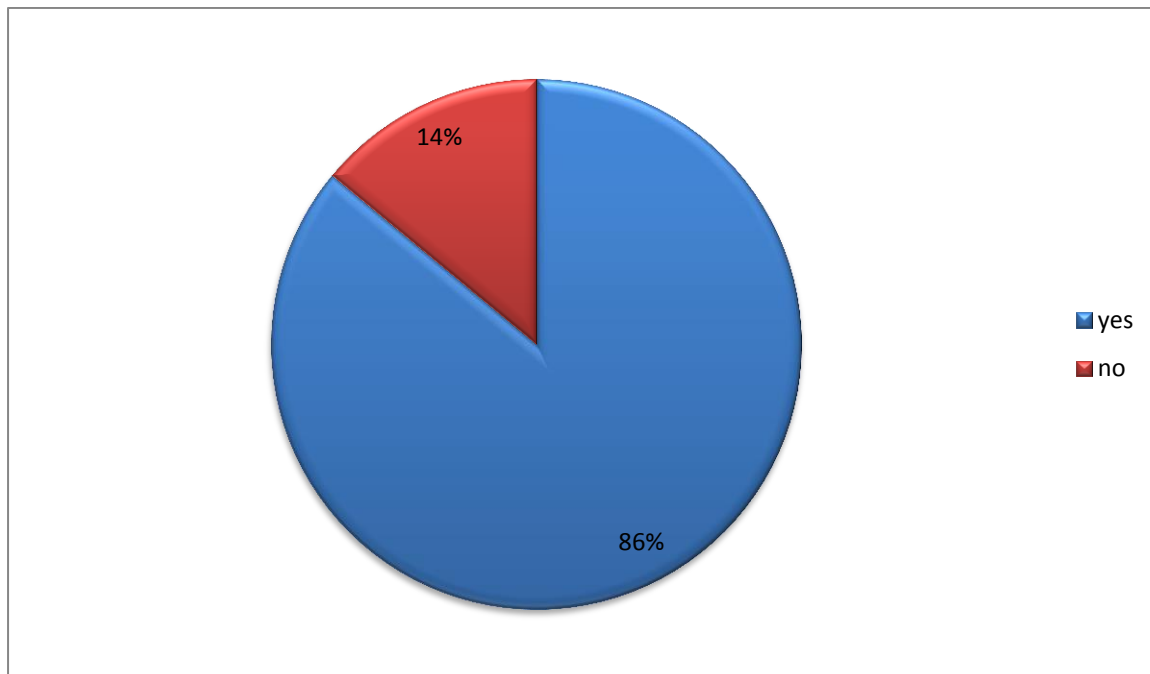


Figure 17 shows that the majority of students, consisting of 86% who believe that it is easier to remember new English words when they are set in a catchy melody in a rock song. However, the minority of them with 14% opposed to this idea. It is clear from the responses that rock music helps people retain English words.

**Question 18- Which Rock Songs have Helped you Learn New English Words?**

In answering the above question about which rock songs have helped students learn new English Words, two main themes have been chosen to gather the examples given by the participants.

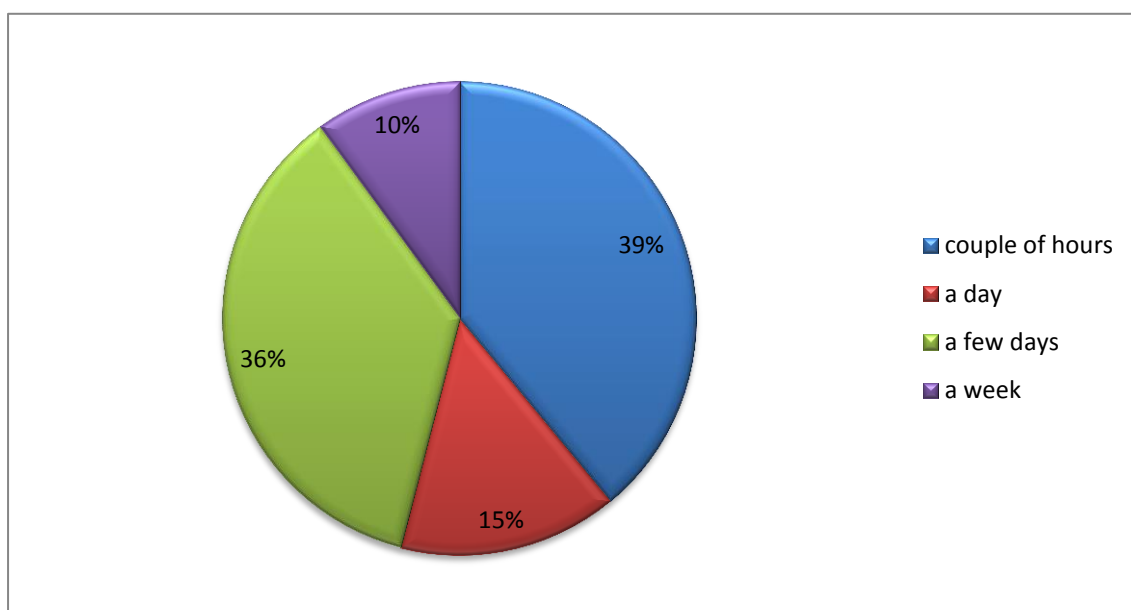
**Emotional Songs:**

These kinds of songs generate intense feelings and emotions for the listener, such as sadness, joy, affection, or nostalgia. These emotional rock songs motivated participants to learn new English words. Participants listed these examples of songs such as *Home*, *What about now*, *It's not over*, *Faint* by *Chris Daughtry*. In addition to, *Hymn for the weekend* and *Fix you* by *ColdPlay*.

**Motivational Songs** Songs that are motivating, upbeat, and energetic are called enthusiastic songs. They often include lyrics that encourage listeners to be optimistic and positive about life. Participants selected the following songs asserting that they help them learn new English words: For instance, *Viva la vida* and *The Scientist* by *ColdPlay*, *Believer*, *Thunder*, *Radioactive*, *Enemy* and *Dull Knives* by *Imagine Dragons*, *Walk on water* by *Thirty Seconds to Mars*, *Antigravity* by *Starset*. Results illustrate that numerous rock songs have assisted students in acquiring English vocabulary.

**Question 19- How long does it usually take you to learn a new English word through a rock song?**

**Figure 18. The period it takes for learning a new English word**



With regard to the answers presented in figure 6, a couple of hours is the learning period selected by 39% of the students, followed by approximation with 36% of learners who chose a few days as the period which usually takes them to learn a new English word through a rock song. Moreover, 15% of the students selected the period of only a day and 10% of them asserted that it takes them a week to acquire a new English word through a rock song. It is noticeable that learning a new English word through rock songs does not take a long period of time as most learners, as seen from these results, would spend from a couple of hours to a few days.

**Question 20- Mention any particular topics or themes in rock songs that facilitate your learning of English vocabulary?**

With regard to the findings concerning topics or themes of rock songs that have facilitated the learning of English vocabulary, the students' answers can be transformed into three themes.

**Love and Positive Feelings:**

Like other musical genres, the main topic that most artists adapt in their songs is *Love* or expressing their emotional experiences. In addition to other positive topics that the songs can offer. Participants mentioned these songs as examples of songs that attract them and from which they often acquire new words: *freedom, confidence, friendship, hope, parties, and success.*

**Political and Social Issues:**

Rock songs can treat different topics about politics and society which in turn reveal the meaningfulness of songs for learners. According to the participants, people can appreciate

the song when it presents a realistic and expressive theme. Participants mentioned the following songs as examples: *war, racism, poverty, racism, inequality and oppression.*

### **Personal Struggles:**

According to the participants, among the songs' topics that are significantly shown in Rock songs and which deal with individual struggles are songs like: *addiction, mental health problems, self-doubt, depression, suicide, betrayal, sadness, loneliness, losing family(death), divorce or estrangement.*

From the students' responses, it is apparent that there is a considerable number of rock music topics or themes remembered by the learners which made the learning of English vocabulary easy for them.

### **Question 21- What are some of the most memorable English words or phrases that you have learnt from listening to rock songs?**

According to the learners' answers to the above question of mentioning some of the most memorable English words or phrases that have been learnt from listening to rock songs. Two different categories of themes could be extracted depending on their answers.

### **Idiomatic and Metaphorical Expressions:**

Idioms and metaphors often appear in rock songs as means of expressing a thought or a feeling. Students sometimes memorize these kinds of phrases, to better comprehend the English language. For example, participants mentioned "*i'm on the highway to hell*" which is a metaphorical expression used to indicate someone is heading towards a bad situation or a difficult circumstance. A participant also mentioned: "*crossed the line*" which means that a person has overstepped a limit or boundary that he/she should not cross. "*I lost my mind*" is another metaphorical phrase mentioned by participants that depicts anger. "*Life is temporary*"

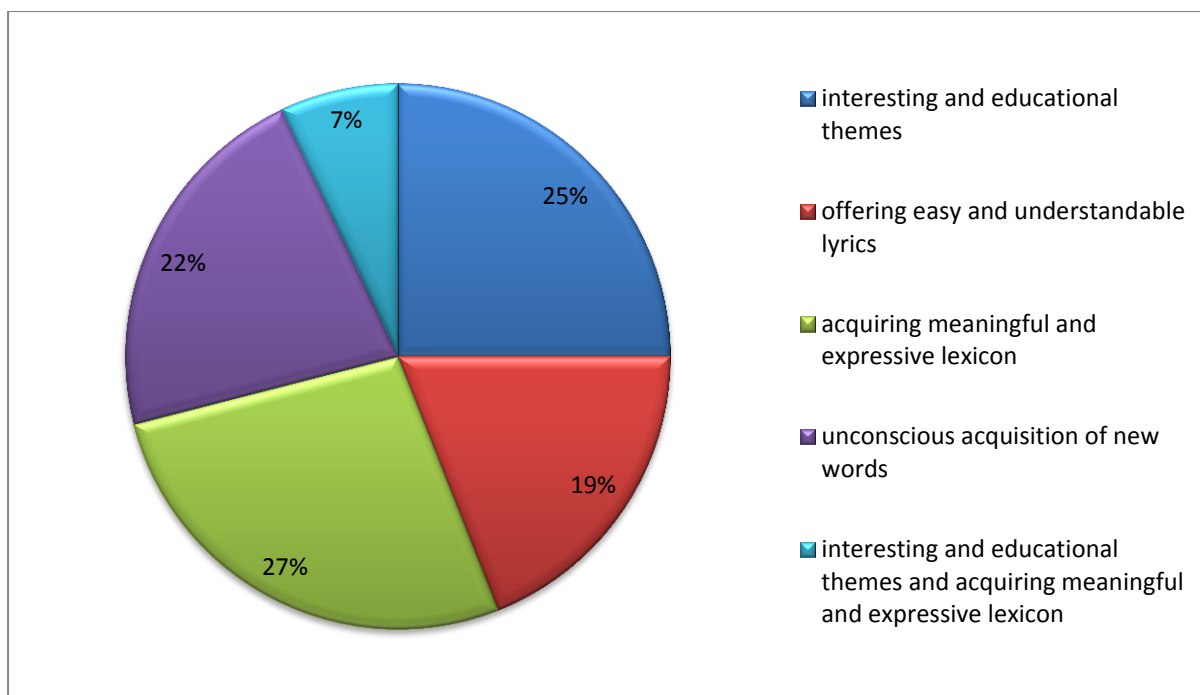
serves in songs as a reminder to focus on what is essential in life rather than become drawn into unimportant details.

### **Colloquial Phrases:**

Rock music lyrics frequently contain informal language that is utilized in everyday conversations. It might be suggested that students memorize colloquial phrases to sound natural when speaking the language with native speakers or to improve their communication skills in general, although they might have other goals in mind. For instance, participants mentioned the following phrases as examples. “*let’s rock and roll*” used to convey enthusiasm or excitement. “*Hit the road*” which means go or leave. “*Living on a prayer*” is often used to describe being in a difficult situation. The phrase “*Smells like teen spirit*” can refer to the positive feeling that the teenagers sense in their adolescence phase. It is remarkable that rock songs have been useful for students as they are able to learn and remember a number of English words and phrases through such musical genres.

**Question 22- In your opinion, what are the advantages of learning English vocabulary through rock songs than other genres?**

*Figure 19. Advantages of learning English vocabulary through rock songs than other genres*



Concerning the last question, the interesting and educational themes are among the advantages of learning English vocabulary through rock songs than other genres as reported by 25% of the students. 27% of participants asserted that rock songs assist in acquiring a meaningful and expressive lexicon. Additionally, the unconscious acquisition of new words is another benefit of rock songs as claimed by 22% of the learners and 19% of them assume that rock songs have the advantage of offering easy and understandable lyrics. Some participants with the percentage of 7% stated that the interesting and educational themes and acquiring meaningful and expressive lexicon are two main benefits which could be offered through rock songs and can help in learning English vocabulary than other musical genres. In light of the aforementioned responses, it is obvious that rock music has more advantages for acquiring vocabulary than other genres.

#### 3.4.4 Discussion of the Main Findings of the Students' Questionnaire

Based on the analysis of the students' questionnaire, the value of rock music in acquiring English vocabulary can be recognized. Results show that more than half of the students have

a good level of vocabulary in English. In addition, this study reveals that students have a number of issues with learning vocabulary including word pronunciation, complexity of word knowledge, the wrong spelling and confusion about using the right word in the right context. According to question number eight, students employ various strategies, including listening to English songs, particularly rock music that tends to assist them overcome the difficulties they experience when learning English vocabulary. This was well illustrated in the subsequent response, when students selected more than one favorite rock band that they often listen to. According to the response that follows, the most interested category in listening to rock music are adolescents and adults who consider that the lyrics of this genre of music are useful and meaningful enough to learn from. In order to acquire English vocabulary through rock music, students can adopt techniques they find effective, such as "writing the lyrics," "memorizing the song," or "repeating it many times." Furthermore, rock music is said to be the most effective method for helping learners acquire vocabulary since the lyrics are often placed to a memorable melody. This is evident from the students' responses to questions (20-21), where they were able to list several themes, topics, and English phrases which they have acquired from rock music. As opposed to other genres, rock music, according to the students' viewpoints in the last question (22), has several benefits for learning English vocabulary, which involves (offering easy and understandable lyrics, unconscious acquisition of new words, and more particularly the Interesting, educational themes and Acquisition of meaningful and expressive lexicon).

### **3.5 The Students' Interview**

#### **3.5.1 Administration and Description of the Students' Interview**

Four students, who are rock music fans, participated in a three-day online interview that was recorded. The students were interviewed to provide the present study with further insights in regard to the benefits of Rock music in learning English vocabulary.

The focus of the student interview is on EFL students at "the University Center of Abdelhafid Boussouf, Mila" who are fond of rock music. This is to show how listening to rock music influences the acquisition of English vocabulary. The interview was initiated with a leading question about what draws the students to listen to rock music. Then, it progressively shifted to questions about the students' favorite bands and how long they have been fans of it (Q2- Q3). The focus of the subsequent series of questions was on how listening to rock music assisted in the development of these participants' English vocabulary. Identifying some songs that were helpful in learning English words and phrases was the aim of the questions from (Q6 to Q8). The next sets of questions are meant to provide insight on the significance, authenticity, thoughts, and feelings that rock songs intend to express. Afterwards, the purpose of the next two questions (Q12 and Q13) was to examine the impact of rock music on learners' general language development and the expansion of their English vocabulary. The interview was closed with some recommended rock songs for students looking to enhance their English vocabulary through rock music.

### **3.5.2 Data Analysis of the Interview**

Thematic analysis is used to examine the interview transcripts as well as the students' responses to the open-ended questions. This thematic analysis has been used and adhered to the organized processes suggested by Braun and Clarke (2006).

We have first tried to familiarize ourselves with the raw data by paying close attention to the recorded interviews and then undergoing a careful transcription of the recorded audios. We were able to recognize the original codes via the first round of data processing. Following



that, meaning units or codes were analyzed and put into thematic categories based on how similar they were to create theme groupings. As a next step, the codes within each theme were examined to determine whether they formed a unified pattern. The themes were titled and processed deeply after further development.

Following the thematic analysis of data, a number of Rock music features appeared in a form of six themes: The usefulness of Rock songs for EFL learners, the variety and clarity of Rock songs lyrics, conveying messages through hidden meaning, the authenticity of Rock songs, improving communication skills and the most significant sub-genres of Rock music for learning English vocabulary (Hard metal, classic rock).

### **3.5.2.1 The Usefulness of Rock Songs for EFL Learners:**

It has been approved by three of the interviewees that Rock songs have been useful for them in acquiring English vocabulary, like Rania said: “yes Rock songs are very useful, they helped me stay motivated and fixed my mood, this kind of songs have assisted me not just in acquiring phrases and expressions but also in learning the exact and the correct vocabulary”. Another participant Aymen confirmed that: “basically, Rock songs have been among the favorite types I enjoy listening to which promotes my linguistic abilities, then I realized that Rock songs are truly useful for me because all I have gained was what I heard one day from Rock songs”. It is apparent that students are unaware of the unintentional vocabulary development that occurs when listening to Rock music. Until they start referring to the lyrics of rock songs . Youcef also stated that:

Of course, I've learned English from Rock music and movies which helped me in my studies, but mostly from Rock songs. Still remember that I learned much terms through memorization of Rock songs and when it comes to chatting, speaking with others I feel like most new vocabulary I was using came from Rock lyrics that I memorized before.

Based on the participants' statements, Rock songs can be relevant for different students. Scheurer (1989) adds that this particular subgenre of Rock music is what dominates the musical charts and the boss radio airways. It is arguable in this sense that it is recommended for students to look at the songs' value in order to appreciate all aspects of these songs and their significance in society. The idea that the dominance of Rock songs can attract students is expected. One can not deny its social importance that can assist students and be the reason why this genre's songs are useful for them. Regardless of this genre's dominance, it is proposed that Rock songs' lyrics are seen as poetry that is relevant for students inside the classrooms (Rose et al.2005).

### **3.5.2.2 The Variety and Clarity of Rock Songs Lyrics:**

It has been apparent that the lyrics or the terms that Rock lyricists use are based on something clear, meaningful and varied. From the interviewees' perspective, Aymen argues that: "Few years ago, I was sure that Rock songs have given me various vocabularies more than I expected, now I am able to catch every single word of the song because they are simple or as you said clear". Aniss also states:

Well, I improved my English vocabulary by listening to music in general, but we can say that Rock music specifically has helped me the most, because of its easy and clear words, it doesn't contain much complexity, regarding the uncounted terms they use in each song, I don't find them complex.

As in every Rock song, terms are found diversified which makes it possible for learners to build different terms ( synonyms, opposites, verbs, nouns, adjectives...). All the participants have provided some songs of famous rock bands that are rich in vocabulary including: Losing my religion by *R.E.M*, Free Bird by *Lynyrd Skynyrd*, November Rain by *Guns N Roses*, Bohemian Rhapsody by *Queen*, Thunderstruck by *AC/DC*...

The clarity of lyrics could be a choice of certain students as they find them easy and understandable. One reason for the songs' different lyrics could be the various themes that Rock songs offer. As it is said before, Rock songs' lyrics emphasize individuality, environmental control, and influence (Kitayama& Cohen, 2007). This implies that expressing inner issues and individuality that can be shared with different listeners of Rock can generate varied terms from the writer himself.

### **3.5.2.3 Conveying Messages Through Hidden Meaning:**

Students were asked whether Rock lyrics used only to rhyme or carry a hidden meaning. Interviewees have given views that Rock artists can possibly uncover different messages through their songs. The four participants have confirmed this. Rania: “no, rhyming is found mostly in Pop songs, Rock songs always teach us, guide us through its hidden meanings and messages”. Aymen, mentioned: “Rhyme is not as important in Rock, in Rap rhyme and rhythm matter. But in Rock the instruments are more important, the guitar and the drums, lyrics always have a meaning even if the songs sound silly sometimes, if you check the background, you will discover hidden stories behind them”. Youcef also added: “they do have a meaning, songs are written by the singers themselves to narrate their experiences, that’s why most songs direct a hidden message”. Aniss says that: “both I guess, but in Rock songs it is rare to notice rhyme, they focus their work basically on sending messages through every song”. Rhyming is something that can be found in rock songs, but based on the interviewees' comments, it is less significant than the hidden messages, which are the major focus for rock artists. As such, learners are mainly interested in discovering the songs' messages or looking for the implied meaning behind their favorite songs, sometimes. An excessive amount of emphasis may be placed by listeners on the emotional message being delivered (Hargie, 2011)

#### **3.5.2.4 The Authenticity of Rock Songs:**

With regard to the interviewees' answers, authentic songs; realistic songs that are based on themes from real life experiences far from fantasy; can be one way for learners to acquire authentic English vocabulary. This implies that they could be encouraged to use them while learning. As Rania indicates:

Always, for example: Lordi is a Rock artist, he sings for the afterlife, not being atheist or something like that but he tries to awaken people about their purpose in life. Authenticity helps the learner incredibly, the more realistic the song is the more the learner will be motivated to learn its vocabulary.

Adding to Rania's claim, Youcef also declared that:

Most Rock songs are based on reality, an authentic song is a success for the singer although it reveals parts of his life, hundreds of people would resemble his experience. 100%, feeling an authentic song could be a reliable source for the learner to learn as much terms as he can, rather than listening to a meaningless song just for its good rhythm.

It is emphasized that rock lyrics have a significant emotional impact, but they also give the audience a legitimate way of "having fun" while expressing "true" beliefs and inner honesty that seem far more genuine to young people (Taylor,2006). The reality of such songs is what draws learners to attach to this music genre. This means that the more they are related to the song the more they are able to receive its terms in a smooth way, because authenticity is key that possibly can connect the students with the song. Indeed, the lyrics in numerous Rock songs are based on the truthfully expressed personal experience (Pence,2012).

#### **3.5.2.5 Improving Communication Skills:**

Rock songs can enrich learners' vocabulary which eventually leads to improving their communication skills. According to the participants: Rania: "you know Rock songs use their loud and thick voices, my listening and speaking skills get better which facilitate understanding the lyrics without checking their spelling and being able to speak fluently with others". Youcef also says: "it improved my communication skills". Moreover, Aniss added: "well, having a big vocabulary package was because singing these songs while it's playing which improved my speaking skills more and more". The last participant, Aymen said:

I don't know if I am a good judge of my own language skills but I think it gave me more control over the language, words are more flexible and you can use them in different contexts, because you've heard them in different contexts as opposed to say learn it from a textbook where it only shows one use of the word, so basically, I feel like I'm able now to express and communicate accurately.

It could be suggested that this kind of music can improve learners' skills when they are in a classroom setting, interacting with each other. This is mainly because schools are one way to improve communication skills and meet different individuals working on this skill. Pixel (2015) in editing the book of International conference, has accounted that, in the classroom, rock music could be a humorous resource with lexical and mental benefits for boosting English proficiency and that it also fosters the growth of multicultural and interactive communication abilities. It can be deduced that Rock songs can contribute inside schools in enhancing the learner's communication skills. Hence, it is recommended for teachers to include rock songs as part of the listening module as it can help students better their communication skills.

### **3.5.2.6 The Most Significant Sub-genres of Rock Music for Learning English Vocabulary (Hard Metal, Classic Rock):**

Students were asked to propose any suggested songs for other students who want to learn English vocabulary through Rock songs. Their suggestions demonstrate that Rock music has different styles and sub-genres that artists use to perform their songs. Hard Metal and classic Rock are noticeably shared between the participants which could be among the effective styles that can help learners in acquiring both new and classic terminologies of the English language. As the interviewee Rania said: “Metal songs are beneficial, they use strong and rich terms for them”. Another interviewee, Aymen added that: “Losing my religion by R.E.M, Good Times Roll by the Cars, Free Bird by Lynyrd Skynyrd, Dream on by Aerosmith, Hotel California by Eagles” are among the suggested bands’ songs that can help learners acquire new terms, taking into account that Aerosmith and Lynyrd Skynyrd bands rely on Hard Rock style. According to Walser (1993), metal is a conversation in which the visual, acoustic, and lyrical aspects collaborate to "speak to" the listeners of this musical genre as well as conveying their real-world anxieties, desires, and ambitions. This could suggest that sharing real-life issues and spreading negative or positive feelings with the audience could be a sufficient cause for learners to get attached to the songs and learn more from them. This implies that when learners understand the cultural importance of metal, it would serve as an energy for them that supports, heals, transmits wisdom of life, enhances the individual's personal life, sensitizes the spirit of man, and overall makes life livable (Reynolds, 1997). This means that students will be better equipped to understand the relevance of metal music in society and in education. Classic Rock also has been chosen as a significant style. Youcef said that: “I would suggest classic Rock to students who want to learn English regarding the rich lyrics and the classical language they use in their writings such as Johnny Cash, Elvis Presley and all the bands existed from the 50’s to 80’s”. In addition, Aniss proposed that : “any song written by the Beatles is good for beginners to learn some new words”. Classical rock can have not only younger learners as its followers but old people too, as they could

have been part of the classic songs while being released in its period. In this sense, classic rock, according to Whitt (2020), the classical music of the learners' parents' period has a high level of remaining the credibility of culture, it is worthy of being appreciated as historically an important work of art, and should be preserved as a priceless cultural tradition. Using this subgenre can have a positive result on beginners who want to acquire new vocabulary.

### **3.5.3 Results and Discussion**

In discussing the results, it has been noticed that most answers are similar, since the four participants are true fans of Rock music; they have been devotees for a period around 3 to 16 years ago. They presumed that what primarily draws them into listening to Rock music is an emotional attraction towards this music genre, as it may suit different moods and provide pleasant feeling just like other different kinds of music. They have agreed on the improvement of their English language vocabulary through listening to Rock music, relying on different bands like: *Disturbed, Aerosmith, AC/DC, the Beatles, Queen, Five Finger Death punch, Led Zeppelin* and the *Rolling Stones*... This highlights the fact that lyrics along with louder instruments are frequently used by rock musicians to express their emotions and convey messages.

The participants have confirmed that their favorite rock songs' lyrics have helped them grow their vocabulary with varied, rich and meaningful terms besides other different strategies of learning the English language, such as: watching English movies, playing word games, reading books...

## **4. Implications, Limitations and Recommendations**

### **4.1. Implications of the Study:**

According to the main conclusions drawn from the questionnaire given to students and the interview gathered from students who are specifically fans of Rock songs, this research has vital implications for both theory and practice.

The present study investigates the students' perceptions towards improving their vocabulary through the use of Rock music; in the sense that, this topic under exploration highlights only the students' perceptions without focusing on the teaching setting. This means that only students have confirmed that Rock music can have a remarkable positive impact on the way they learn vocabulary. This is to say that rock music plays a significant role in enriching their vocabulary source with different terms. Using such a kind of music proves its usefulness from the students' assumptions. However, teachers' perceptions are not taken into consideration in order to highlight the importance of learning English vocabulary autonomously and outside the classroom.

#### **4.2. Limitations of the Study:**

As the current study was being conducted, a number of barriers were encountered. By far, the most notable of them was the issue that arises when trying to gather the data required for the questionnaire and the interview. This is because a large number of students were absent because of the fasting month of Ramadan which renders it imperative to create an online version of the questionnaire so that it could be possible to reach the number of the sample needed. For the interviews, they took place through facebook audio recordings since the interviewees, as well, were not attending their classes during Ramadan. In addition, the sources that tackle Rock music are scarce.

#### **4.3. Recommendations of the Study:**



Taking into consideration what is shown via performing the analysis of the data gathered through the research methods used in this study, an account for a number of recommendations regarding upon next research is of great significance. It is done to help learners get more aware of how rock music affects their ability to learn new words. In a similar vein, recommendations for further investigations are made for future studies that would have a similar interest to the current study.

#### **4.4 Recommendations for Students**

- Rock music has proved to be a useful tool in enhancing students' vocabulary, so:
- Students should realize the importance of using Rock songs in their learning of English.
- Students should select the appropriate Rock songs to learn from
- Students should discuss the different songs' themes with each other to promote understanding different contexts as these songs contain deep and meaningful themes.

#### **4.5 Recommendations for Teachers:**

Teachers are recommended to:

- use music as an effective tool in the teaching process and be aware of Rock music value
- Implement Rock music in teaching oral expression such as, *Imagine Dragons*, *ColdPlay*, *Starset*, and *Linkin Park* so students can learn in a fun way, and give their learners the opportunity to choose the songs they prefer.
- Take into consideration their students' attitudes on which tools to use in their teaching process in order to cope with their students' needs

- Select materials which tend to promote their students' language skills

## **Conclusion**

This chapter intended to complete the framework of the present study. It examined the relationship between Rock music and English vocabulary learning. The analysis of the students' questionnaire and the students' interviews has uncovered that Rock songs are an effective tool for learners to enrich their English vocabulary. Adding to this, depending on the viewpoints of students and the interviewees, it can be remarked that Rock music strategy can be part of EFL learners' vocabulary acquisition, as it can provide a plenty and rich lexicon for them.

### **General Conclusion**

The present research examined the central theme of this descriptive study which argues the vital role that Rock songs play in the vocabulary acquisition of English for EFL Learners at Abdelhafid Boussouf center of Mila. This study was set to determine whether Rock music helps EFL students' vocabulary development and whether the lyrics of Rock songs encourage the use of rich, educational terms for them. A questionnaire was given to 100 EFL students from third year level at the Department of Foreign Languages at Abdelhafid Boussouf University Center of Mila, to achieve the study's previous objectives. In addition, four students were interviewed to give valuable and in-depth context regarding the significance of Rock music from a new angle. With regard to the primary results reached through the presentation of the questionnaires and the examination of the data gathered, it has been revealed that Rock music can make a difference in the learner process of acquiring English vocabulary. In light of this, it can be deduced that it is advantageous to expose EFL students to Rock music as an innovative and enjoyable method of promoting their terminology store and enhancing their level of linguistic proficiency.

At the end of the dissertation, it is important to mention that the current study can be used to help students ponder on the degree to which they focus on Rock music during their learning process. It is advised that students frequently employ this kind of music genre to raise the possibility of enhancing their lexical competence. However, it is essential to note that the research has a restricted range and that its findings may be susceptible to debate and criticism. As a result, it is critical that forthcoming scholars think about undertaking additional studies and investigations similar to this field.

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# Appendices

## Appendix A

### Students' Questionnaire

**Dear student,**

You are kindly requested to answer this questionnaire which aims at investigating the role of rock music in learning English vocabulary. We would be so grateful if you could answer truthfully and accurately the following questions. There are no right or wrong answers, and your responses are completely anonymous. Please, tick (✓) the appropriate answer(s) and make full statements whenever it is needed.

#### Section One: Background Information

1. Was English major?

Personal choice

Imposed

2. Do you like listening to English songs?

Yes

No

3. How often do you listen to English songs?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

4. When listening to music do you use?

a. internet

b. tv

c. radio

d. phone

#### Section two: vocabulary learning

5- How can you rate your English vocabulary level?

- a- Average
- b- Good
- c- Very good
- d- Excellent

6- Do you find any problems in learning vocabulary?

- a) Yes
- b) No

7-What are the difficulties do you usually face in learning English vocabulary?

- a- words pronunciation
- b- complexity of word knowledge
- c- the wrong spelling
- d- confusion in using the right word in the right context

8- What are the strategies that you apply when learning English vocabulary?

- a) Using a bilingual dictionary
- b) Develop a reading habit
- c) Playing word games
- d) Listening to songs
- e) Others

### Section three: Rock music

9- Which of these musical genres do you like the most? (You can choose more than one option)

- a) Pop
- b) Rock
- c) heavy-metal
- d) Rap

e) Hip-hop

**10-** If you chose ROCK music, which band do you usually listen to? (You can choose more than one option)

a) Imagine dragons

b) Cold play

c) Starset

d) Linkin Park

e) Five Fingers Death Punch

f) Thirty Seconds to Mars

**11-** In your opinion what makes this band's music stand out from other bands in this genre?

a) I am more motivated in learning vocabulary through this band's songs

b) Its music makes me more active in acquiring new English words

c) It makes it easy for me to remember the words

d) Its lyrics are related to real life experiences and contain rich vocabulary

**12-** Which category is more interested in listening to rock music?

a) Children

b) Adolescents

c) Adults

**13-** Do you think that the rock songs' lyrics are meaningful enough to learn from?

a) Yes

b) No

#### **Section Four: learning vocabulary through rock music**

**14-** Can rock music help you learn more vocabulary?

a) Yes

b) No

c) If no, why? .....

**15-** How do you learn English vocabulary through rock songs?

- a) Memorize the song
- b) Write the lyrics
- c) Repeat the song many times
- d) Others

**16-** Are these strategies effective in learning English Vocabulary?

- a) Yes
- b) No

**17-** Do you think it is easier to remember new English words when they are set in a catchy melody in a rock song?

- a) Yes
- b) No

**18-** Which rock songs have helped you learn new English Words?

.....

**19-** How long does it usually take you to learn a new English word through a rock song?

- a) Couple of Hours
- b) A day
- c) A few days
- d) A week

**20-** If there are any particular topics or themes in rock songs that facilitates your learning of English vocabulary, mention them?

.....

**21-** What are some of the most memorable English words or phrases that you have learnt from listening to rock songs?

.....

**22-** In your opinion, what are the advantages of learning English vocabulary through rock songs than other genres?

- a) Interesting and educational themes
- b) Offering easy and understandable lyrics
- c) Acquiring Meaningful and expressive lexicon
- d) Unconscious acquisition of new words

**Thank you for your collaboration**

## **Appendix B**

### **Students' interview**

**Dear student,**

You are kindly requested to answer this interview questions which aim at investigating the role of rock music in learning English vocabulary. We would be so grateful if you could answer truthfully and accurately the following questions.

- 1- What draws you into listening to rock music?
- 2- What are the preferable bands that you mostly listen to?
- 3- For how long have you been a fan of this band?
- 4- Do you usually notice that your English has been improved through listening to this music genre?
- 5- Have rock songs been useful for you in acquiring English vocabulary?
- 6- Are there any particular songs for these bands which have helped you learn vocabulary better?
- 7- What was the first rock song you have learned some English vocabulary from?
- 8- Do the songs seem to repeat common expressions or phrases?
- 9- How your favorite musicians use their music to express specific thoughts, ideas and emotions?

Were the lyrics used only to rhyme or they carry a hidden meaning which could be helpful for you to learn from?

- 10- A\ Do you think that this genre of songs' lyrics is mainly about authentic real life Experiences? B\ Can reality and authenticity of songs be an effective cause for learning English vocabulary?

- 11- How has your knowledge of English vocabulary grown since you started listening



to Rock bands' songs ?

**12-** How has learning vocabulary through rock music affected your overall language skills?

**13-** Do you have any suggested songs for other students who want to learn English vocabulary through rock music?

**Thank you for your kind cooperation**

## ملخص

الموسيقى سيف ذو حدين. يُعتقد أحياناً أنها مسكن للألم، أو كوسيلة لكشف نوع من الواقع. تميل هذه الدراسة إلى التحقيق في دور موسيقى الروك في تعلم المفردات الإنجليزية. ويهدف إلى إظهار ما إذا كانت أغاني الروك يمكن أن تساهم في زيادة وإثراء مفردات اللغة الإنجليزية للمتعلمين. يتم عرض سؤالين بحثيين في هذا البحث. السؤال الأول يستفسر عما إذا كانت موسيقى الروك تساهم في تعزيز مفردات اللغة الإنجليزية لمتعلمي اللغة الانجليزية كلغة اجنبية. يهدف السؤال الثاني إلى التحقيق فيما إذا كانت أغاني الروك تبني مفردات غنية وذات مغزى لمتعلمي اللغة الانجليزية كلغة اجنبية. فيما يتعلق بأسلوب البحث المستخدم في هذه الدراسة، يتم اختيار طريقة مختلطة. يتم جمع البيانات من خلال استبيان يتكون من مائة طالب من السنة الثالثة من اللغة الإنجليزية في قسم اللغات الأجنبية في مركز جامعة عبد الحفيظ بالصوف في ميله، ومقابلة مخصصة لأربعة مشاركين من المعجبين الحقيقيين بموسيقى الروك. تكشف النتائج أن موسيقى الروك مفيدة بالفعل للمتعلمين في تحسين مفرداتهم باللغة الإنجليزية. أخيراً، يقدم هذا العمل البحثي مجموعة متنوعة من الاقتراحات والتوصيات لمزيد من الدراسات في محاولة لتسليط الضوء على اكتساب المفردات الإنجليزية للمتعلمين من خلال موسيقى الروك.

**الكلمات المفتاحية:** تعلم المفردات، موسيقى الروك، طلاب السنة الثالثة، اللغة الإنجليزية

## **Résumé**

La musique est une épée à double tranchant. Elle est parfois considérée comme un analgésique, ou comme un moyen d'exposer une sorte de réalité. Cette étude tend à étudier le rôle de la musique rock dans l'apprentissage du vocabulaire anglais. Il vise à démontrer si les chansons rock pourraient contribuer à augmenter et enrichir le vocabulaire anglais des apprenants. Deux questions de recherche sont présentées dans la présente recherche. La première question demande si la musique rock contribue à améliorer le vocabulaire anglais des apprenants d'ELF. La deuxième question vise à déterminer si les chansons rock créent un vocabulaire riche et significatif pour les apprenants d'ELF. En ce qui concerne la méthode de recherche utilisée dans cette étude, une méthode mixte est choisie. Les données sont recueillies à travers un questionnaire composé de 100 étudiants de troisième année d'anglais au Département des langues étrangères du Centre Universitaire Abdelhafid Boussouf de Mila, et une interview spécifiée pour quatre participants qui sont de vrais fans de musique rock. Les résultats révèlent que la musique rock est effectivement utile pour les apprenants dans l'amélioration de leur vocabulaire anglais. Enfin, ce travail de recherche présente une variété de suggestions et de recommandations pour d'autres études dans une tentative de mettre en évidence l'acquisition du vocabulaire anglais des apprenants à travers la musique rock.

**Mots clés :** Apprentissage du vocabulaire, Musique Rock, étudiants de troisième année, Langue Anglaise.

