



Learning and teaching lexical phrases through songs in EFL – an experimental research study

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The main purpose of this presentation is to report on an experimental study into the effectiveness of using songs for teaching lexical phrases to EFL learners. The usefulness of songs in the foreign language classroom has been recognised on innumerable occasions (e.g. Brown, 2006; Lo – Li, 1998; Siek-Piskozub – Wach, 2006). What is usually emphasised is the accessibility of songs, their universality, memorability, repetitiveness as well as linguistic value. However, many teachers also agree that there still seems to be a great gap between the beliefs and the practice. The aim of this experimental study is to verify the effectiveness of songs in the EFL classroom. The focus falls on the interface between songs and lexical phrases (multi-word chunks). The main goal is to investigate whether using songs in teaching lexical phrases to EFL learners is more effective than other auditory technique of teaching vocabulary, namely, teaching through recorded spoken sentences. The research was conducted on two groups of intermediate level learners of English. Both the ‘Song’ and ‘Non-song’ group were taught exactly the same set of lexical phrases. In the course of each 3-stage study the subjects were asked to perform immediate recall tests (post-tests) and delayed post-tests. The experiment was conducted twice, in almost identical conditions. All the data obtained from the studies were analysed with a 2x3 repeated-measures ANOVA. The results to some extent confirm earlier studies on the effectiveness of teaching vocabulary items through songs (see Siek- Piskozub – Wach, 2006). In both attempts, however, the data reveals that teaching lexical phrases through songs may be said to have a significant advantage over another teaching technique only with respect to the delayed recall. Given that, it could be assumed that teaching lexical phrases through songs may be a breakthrough technique for teaching foreign languages.

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