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**The role of Pop songs' lyrics in enhancing EFL
students' learning and use of colloquialisms. The
case of third year students of English at M'sila
university.**

**Dissertation Submitted to the Department of English in partial fulfillment of
the Requirements for the Degree of Master in Linguistics**

Submitted by:

Ahmed MAHDI

Mohamed Zineddine SEDDIK

Supervised by:

Dr. Aboubakr HAMOUDI

Board of Examiners

Dr. Aboubakr Hamoudi	Mohamed Boudiaf M'sila university	Supervisor
Dr. Mourad Touati	Mohamed Boudiaf M'sila university	Examiner
Dr. Youcef Benaâ	Mohamed Boudiaf M'sila university	Chairman

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DEDICATION :

This work is dedicated to my mother and father, who have taught me what no one else has, and also provided me with support, love, and understanding.

As I embark on this next chapter of my life, I dedicate this thesis to you, with all my heart. Your love and support have shaped me into the person I am today, and I am forever grateful for the invaluable lessons you've imparted and the love you've given me.

With love,

Mahdi Ahmed.

DEDICATION :

This work is dedicated to my parents, Your love, encouragement, and unwavering support have been the foundation of any triumph I achieve .

This thesis is dedicated to you, as a token of my deepest gratitude for all that you have given me.

With love,

Seddik Mohamed Zineddine.

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ABSTRACT :

This research investigates the impact of English pop song lyrics on the development of colloquial language skills among English as a Foreign Language (EFL) learners. The study involved 41 third-year EFL students at Mohamed Boudiaf University in Msila, who completed a questionnaire assessing their perceptions of the effectiveness of pop song lyrics in colloquial language learning. The findings reveal that participants have positive views about the educational value of pop song lyrics. They actively engage with song lyrics, consciously attempt to learn colloquial expressions, and comfortably incorporate them into their language use. Additionally, participants believe that pop song lyrics accurately represent real-world colloquial language and that exposure to various pop songs enhances their colloquial language competence and cross-cultural communication skills. These results highlight the potential benefits of incorporating pop song lyrics into EFL instruction. However, it's important to acknowledge the study's limitations, such as a relatively small sample size and a specific cultural context. Further research is needed to optimize language education methods and outcomes.

Keywords: Learning, English ,Colloquialism, pop song, lyrics.

List of abbreviations:

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

e.g: example

Vs.: versus

%: percentage

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GENERAL INTRODUCTION

1. BACKGROUND OF STUDY :

Colloquialisms, defined as "informal nonstandard varieties of speech characterized by newly coined and rapidly changing words and phrases" (Nordquist, 2017), play a vital role in language dynamics. They represent a distinctive aspect of language, frequently evolving and adapting to reflect the nuances of culture and society. Colloquialisms are often considered challenging for non-native speakers to grasp due to their informal and context-dependent nature. This thesis aims to explore the potential of pop song lyrics as a powerful tool for enhancing colloquialisms learning. Allan and Burrige (2006) highlight the significance of colloquialisms in establishing in-group solidarity, connecting individuals who share common experiences or affiliations. This connection is integral to the fabric of societies and communities. In this context, colloquialisms become linguistic markers that facilitate a sense of belonging and shared identity. The term "colloquial language" itself has a longstanding presence in the English language, with entries in reputable dictionaries like the Macquarie and the Oxford (Burrige, 2012). Its continued usage and evolution over the years underscore the enduring impact of colloquialisms on language and communication. Dumas and Lighter (1978) emphasize the role of colloquialisms as a means to depart from formal language norms, allowing individuals to create original expressions and convey vivid emotions. This aspect of colloquial language adds depth and richness to everyday communication.

Here are some examples of colloquialisms from different regions and how they convey meaning and tone in informal speech:

- "Wicked good" is an American colloquialism that means "very good" or "excellent". It is used to express approval or admiration in a casual way. For example, "That pizza was wicked good." (Yamasaki 2022)
- "Brilliant" is a British colloquialism that means "very good" or "excellent". It is also used to express approval or admiration in a casual way. For example, "You did a brilliant job on the presentation." (Lentz 2023)
- "Soccer" is an American colloquialism that means "football". It is the name of a sport that involves kicking a ball into a goal. For example, "Do you want to play soccer with us?" (Lentz 2023)
- "Football" is a British colloquialism that means "soccer". It is also the name of the same sport that involves kicking a ball into a goal. For example, "Are you watching the football match?" (Yamasaki 2022)
- "Swag" is an American slang word that means "style" or "confidence". It is used to describe someone who has a cool or attractive appearance or attitude. For example, "He has a lot of swag." (Bloggintips.com 2023)
- "Nappies" is a British colloquialism that means "diapers". It is the word for the cloth or disposable material that babies wear to absorb urine and feces. For example, "Do you need to change the baby's nappies?" (Yamasaki 2022)

In this paper, the researchers place a significant emphasis on exploring the perception of English colloquialisms in song lyrics, given the widespread popularity of English songs worldwide. Understanding the meanings of colloquial expressions within songs holds immense potential for EFL (English as a Foreign Language) learners, as it equips them with the skills necessary to effectively communicate with native English speakers. Strikingly, despite its practical relevance, colloquial language is seldom included in formal EFL curriculum, leaving a gap that music can potentially fill. This void is highlighted by Huang (2004), who conducted a study involving Chinese students immersed in a very different educational system and cultural environment while attending an American university. Huang's findings revealed that when American professors utilized colloquial expressions during lectures, many students struggled to comprehend the classroom discourse. Such a phenomenon underscores the importance of addressing colloquial language within language education. Furthermore, Rahmawati's (2015) research offers insights into the types of colloquial expressions prevalent in song lyrics, specifically within the context of Jay-Z's songs, where abbreviations dominate. However, it's noteworthy that there is a limited body of research focusing on EFL learners' proficiency in comprehending colloquial expressions within English song lyrics. This knowledge gap calls for a comprehensive investigation into the effectiveness of using song lyrics as a pedagogical tool to enhance EFL learners' grasp of colloquialisms, thereby bridging the existing chasm in language education and facilitating smoother cross-cultural communication.

Based on the researchers' experience, incorporating pop song lyrics into language learning strategies offers a unique opportunity to engage with colloquialisms in real-life contexts. The emotional and cultural resonance of music can enhance learners' understanding and retention of colloquial expressions. Moreover, analyzing song lyrics can provide insights into cultural references, social issues, and historical events associated with colloquialisms, fostering not only language skills but also cultural awareness. Beyond the intrinsic benefits of language acquisition, exploring colloquialisms through pop song lyrics can enhance critical thinking and analytical skills.

Learners are encouraged to decipher the meaning of expressions within the context of the song's lyrics, encouraging a deeper understanding of language nuance. This research will investigate EFL third year students studying English at Mohammed Boudiaf university. The researchers used this sample because the students require fluent English skills and colloquialisms are often found in conversations.

In conclusion, this background study lays the foundation for an investigation into the role of pop song lyrics in colloquialisms learning. Colloquialisms are essential components of language, and their mastery is crucial for effective communication and cultural integration. By harnessing the power of pop songs, language educators and learners can unlock a dynamic and engaging pathway to enhance colloquialisms learning, fostering a richer appreciation of language and culture in the process.

2. RESEARCH QUESTIONS :

This research aimed to answer the following question:

1.2.1 Do EFL learners perceive pop songs lyrics as effective for improving their colloquial language competence?

3. HYPOTHESIS :

Considering what has been said before, the following hypothesis is put forward:

Null Hypothesis (H0): There is no significant difference in the perception of EFL learners regarding the effectiveness of pop song lyrics for improving their colloquial language competence.

Alternative Hypothesis (H1): EFL learners perceive pop song lyrics as effective for improving their colloquial language competence.

4. OBJECTIVES OF THE STUDY:

To examine EFL learners' perception of the effectiveness of pop songs lyrics for improving their colloquial language competence.

5. DEFINITION OF TERMS :

- **Colloquialisms:** Informal words, phrases, or expressions commonly used in everyday conversation or informal speech, often specific to a particular region or community.
- **Learning:** The process of acquiring knowledge, skills, or understanding through study, experience, or teaching.
- **Standard Language:** A widely accepted and formalized form of a language that is used in education, formal writing, and official communication. It typically follows established grammar and vocabulary rules.
- **Songs:** Musical compositions typically consisting of lyrics (words) set to melody and often accompanied by instruments or vocals.
- **Lyrics:** The words or text of a song, often conveying a message, story, or emotions, and intended to be sung or performed.
- **Pop Songs:** Popular songs that belong to the genre of popular music, characterized by catchy melodies, accessibility, and widespread appeal. Pop songs are often commercially successful and have a broad audience.

6. LIMITATIONS OF THE STUDY :

While conducting the present investigation, several limitations have emerged that could guide future research endeavors. Firstly, it's worth noting that there is a scarcity of research dedicated to the learning of colloquialisms through pop songs. Consequently, we encountered difficulty in making robust comparisons between our findings and similar studies, hindering our ability to draw meaningful correspondences or disparities. Additionally, the absence of a well-established framework that offers a comprehensive definition and description of the self-perceived accent variable presented challenges during the exploration of the topic, particularly when selecting relevant elements for inclusion in the literature review. Furthermore, the reliance on self-reported data collected through student questionnaires has its inherent limitations. This approach tends to

capture learners' perceptions of the issue rather than providing observable facts, potentially affecting the credibility of the results.

Furthermore, it is important to note that this study had a specific focus on examining the acquisition of English colloquialisms among third year EFL students. However, it is essential to acknowledge that our research did not encompass the entirety of the Algerian EFL learner population within our society. Consequently, our study's participant pool was restricted to a group of forty-one undergraduate students who volunteered for the research and were enrolled at Mohammed Boudiaf University. Additionally, it is noteworthy that the data collection phase was constrained by a limited timeframe.

7. SIGNIFICANCE OF THE STUDY :

To effectively communicate with native speakers, it is crucial to grasp the meanings of words used in everyday conversations, especially colloquial expressions, which are commonly employed by native speakers. This study aims to determine whether song lyrics can be a valuable tool for helping EFL learners acquire English colloquialisms.

This research has several anticipated benefits. Firstly, it is expected to empower EFL learners to recognize and understand colloquial language found in song lyrics. Secondly, it holds the potential to enhance their overall proficiency in using colloquialisms effectively. Moreover, English educators who utilize songs as a teaching aid for colloquial language stand to gain valuable insights from this study. Lastly, by exploring the efficacy of song lyrics in colloquialism acquisition, this research may serve as a catalyst, inspiring future scholars to delve deeper into the study of English colloquialisms.

8. METHODOLOGY OF THE STUDY :

To explore the connection between colloquialisms and pop song lyrics, a questionnaire was distributed to a sample of forty-one third-year students majoring in English at Mohamed Boudiaf University in Msila. The selection of participants was made randomly from the larger student population. The students were given ample time to carefully respond to the online questionnaire. Following data collection, a qualitative analysis was conducted to assess the feasibility of the proposed hypothesis. Subsequently, the nature of the relationship between the variables was deduced as a response to the research inquiry.

9. ORGANIZATION OF THE STUDY :

There are two chapters in this study :

Chapter One: Introduction containing of a Review of Literature ,Background on colloquial language, The role of Pop songs' lyrics in enhancing EFL students' learning and use of colloquialisms, The use of pop songs as an educational tool.

Chapter Two: Methodology containing the participants, the research instrument, the procedures, and the data analysis, Result ,Pedagogical Implications Recommendations for Further research.

CHAPTER ONE

THEORETICAL BACKGROUND

1. REVIEW OF LITERATURE :

A literature review is required to offer the essential literary background and to provide the suitable theoretical framework. As such, the purpose of this chapter is to provide an in-depth introduction of Colloquialism and putting emphasis on the role of pop songs' lyrics in enhancing EFL students' learning and use of colloquial language, along with a comprehensive evaluation of the relevant literature.

1.1 DEFINITIONS :

Communication : Wood (2004) defines communication as “a systemic process in which individuals interact with and through symbols to create and interpret meanings”. Findlay (1998) offers a different interpretation, arguing that communication refers to the procedure by which data, often as simple as a stimulus, is taken in by individuals. At its most fundamental, communication entails transmitting and receiving information. Communication, as well as on the opposite hand, emphasises how individuals utilise messages to produce meaning inside and across multiple settings, cultures, platforms, and methods.

Colloquialism (Colloquial language) : Colloquial language mostly refers to everyday or casual utterances such as amicable discussions or chatty or friendly speeches. Longman dictionary defines colloquial as “Language or words that are colloquial are used mainly in informal conversations rather than in writing or formal speeches.” (Longman Dictionary of Contemporary English, Fifth Edition, 2005).

According to McCrimmon (1963, p.169), the word “colloquial” has been defined by the American College Dictionary as “characteristic of or appropriate to ordinary or familiar conversation rather than formal speech or writing.” This term, in his opinion, does not imply that a colloquial word is unsuitable, inappropriate, or irresponsible. McCrimmon (1963) defines colloquialism as any phrase or statement that may be used correctly in conversation among educated people. He contends that such a definition of colloquial word broadens it beyond popular words or idioms to include popular terms and idiomatic formulations as well. They also contain non-idiomatic forms, such as truncated or clipped versions of more formal terms, such as 'ad' for 'advertisement' (see Barzegar, 2008).

Colloquial language, slang, idioms, and phrases are can be some type on an informal language that is used in everyday conversation. According to the Purdue Online Writing Lab , colloquial languag, is "the language of informal conversation and everyday life." It frequently involves the usage of regional dialects, contractions, and popular idioms, and may deviate from normal grammar or syntax standards. According to the University of Sydney, slang is informal language that is not considered standard in official situations, and it is continually developing in reaction to new contexts and societal trends. Idioms, on the other hand, are words or statements that are typically metaphorical or figurative in character and cannot be comprehended just by their literal meaning. An idiom, according to the Cambridge Dictionary, is "a group of words whose meaning is different from the meanings of the individual words." Finally, expressions are any words or phrases used to

convey a concept or mood, whether or not they are idiomatic. According to the University of Manchester, they give insight into how individuals think and interact with one another. Colloquial language, slang, idioms, and phrases, when combined, provide rich linguistic resources for English as a Foreign Language (EFL) learners wanting to improve their knowledge and use of informal English language in various social contexts.

Colloquial language is a less formal type of language that is regularly employed in highly casual settings. A colloquialism is any term or statement that would be suitable in discussion between ordinary or educated people. Linguists believe that colloquialisms spread through regular verbal contact of a language, while they are increasingly being shared through casual internet connection. Colloquialisms, including slang, are a large category of casual communication. Slang is a type of colloquial phrase. As a result, colloquial language is defined as being somewhere between common speech and slang. (Colloquialism.n.d.).

Leech and Svartvik (1975, p.24 in Sukspiroj, 2009) considers the colloquial language as the equivalent of the umbrella term of informal language calling it the first form of language that a native speaking child becomes familiar with. As they argue, since the comprehension of the informal or colloquial language is easier compared to formal language, it is now used for some certain public communications such as newspapers and advertisements. In general, a colloquialism is any informal word or expression used aptly in conversation among ordinary or educated people (Nofalli, 2012).

Music : The Oxford English Dictionary (2007) defines music as “ sounds in melodic or harmonic combination, whether produced by voice or instruments” or in the form of a collection of sound notations intended to be sung or played on instruments. On the surface, it looks that music is “what comes out of the speakers when we play a CD on our stereo. It’s what we hear on the radio. Music is singers singing and musicians playing. Music is a sound that we enjoy hearing” (Dorrell, 2005: 18). Music, on the other hand, is much more than that; it is about poets' thoughts relating to rules of human logic and life (Marhamah, 2014). Music is an expression of 16 emotions (Machlish, 1955, quoted in Marhamah, 2014), in which singers both convey and produce emotions in their audience (Marhamah, 2014; Dorrell, 2005).

Songs : Hamlen (2012) regards that a “songs are contained within song environments. In music, a song was a composition for voice performed by singing or alongside musical instruments. A choral or vocal song might be accompanied by musical instruments, or it might be unaccompanied, as in the case of a cappella song” (p.7). He also asserts that, while songs are occasionally performed in huge groups of vocal genres such as opera and oratorio, a song may be written for a solitary performer, a duet, a trio, or an entire group with several voices. Song may be categorised into several types. However, Hamlen (2012) makes a distinction between art songs, pop songs, and folk songs. Other divisions include sacred and secular, by style such as dance and ballad, or by time of origin such as Renaissance or contemporary.

A song, as defined by Richard (2002), is a relatively brief musical composition for the human voice that includes words or lyrics. It occasionally contains lyrics and has a linguistic style that

differs from that of a scientific or formal document. The lyrics of a song are sung in certain sounds, rhythms, tempo, and manner.

Lyrics : According to Firdaus (2013) "The lyrics are printed as a form of communication between the writer and the reader". Most of the time, they carry a message (whatever it is) with the aim of inspiring the listener. The lyrics in the song already have certain types of genres such as love songs, pop songs, rock, classics, and others. Songs that have simple lyrics are more widely heard by the general public.

Pop Culture : Pop Culture is defined in English Oxford Living Dictionaries (2023) as "the general culture of a society, including ideas, music, books, and the mass media, as opposed to high culture".

According to Kamien (1997), a song is a pretty short piece of music written for the human voice that may be accompanied by another musical instrument and contains phrases or lyrics.

Pop Music : Pop music is perhaps the most successful genre of popular music. Pop songs sell a lot of copies, and the most recent songs are listed on the charts every week. A song must be published as a single in order to chart, however most singles are also released on an album. Songs that become hits nearly invariably contain certain characteristics, which are frequently referred to as the pop-music formula. They have a solid rhythm and a catchy tune that is easy to remember and sing along to. (Merriam-Webster Dictionary.)

1.2 Background on Colloquial language :

Colloquial language or Colloquialism represents an all-encompassing notion utilised by linguists to reflect informal interactions as well as all forms of informal speech such as jargon, vulgar, vernacular, and slang (when happening in an informal situation). As noted by Partridge (1990, p. 262), the idea of colloquialism originates via the Latin expression 'colloqui' (to speak), and refers to a type of linguistic phenomenon associated with the unofficial utilisation of speech on the one hand, and with verbal interactions rather than written interactions on the other.

According to Leech and Svartvik (1975, p. 24), colloquial language serves as a wide concept that encompasses all sorts of informal language variants, which is considered as the first form of language that a kid develops. This lends credence to the notion that colloquial language is the simplest and most instinctive kind of communication used by humans. Furthermore, according to McCrimmon (1972), colloquial contacts often utilise a significant number of slang terms, expressions, and utterances while at times they do not, implying that the usage of slang in colloquial interactions is dependent on the context and setting of the conversations.

Furthermore, according to Barzegar (2010, para.5), colloquialism is "any word or expression which might appropriately be used in conversation among ordinary or educated people." Furthermore, the level of schooling of participants has no effect on their use of colloquial language; hence, colloquial language is utilised by individuals from various economic, political, social, religious, and institutional backgrounds.

1.3 Literal and Figurative Meaning of Colloquialism :

Certain domains for analysing language distinguish between literal and metaphorical significance. Language that is literal employs words exactly in accordance with their intended connotations. Meanwhile, figurative language refers to words and sets of words that embellish or change the conventional meanings of the constituent terms. Furthermore, literal meaning is the precisely defined meaning of a term. Thus, it depicts the reality or genuine circumstances of the propositions conveyed, while figurative meaning is a word's indicative or suggested meaning. In addition, literal meaning implies precisely what it states, however figurative meaning signifies something other than what is said on the outermost layer.

The literal definitions of colloquialism uncovered in this study were defined using the English Dictionary, while the metaphorical meanings were presented using the American Slang Dictionary. The explanations included not just definitions based on dictionaries, but also meanings in the context of the statement, circumstance, and the actors and their interactions in communication

1.4 Features of Colloquialism :

Colloquial language is a higher style than slang since it differs from formal standard language in terms of sound, word choice, and sentence structure. Barzegar (2008), As two linguistic aspects of conversational style in English, Holmes (1992, p. 265 in Barzegar, 2008) lists pronunciation and grammatical qualities as :

√ Pronunciation Features :

[h]- dropping, e.g. ,gimme a break y'all! .

[in] (vs. formal [ing], e.g. We was up there cuttin'.

√ Grammatical Features :

Was with plural subject we, e.g. we was up there cutting.

Come (vs. came): Frazer come on to us.

1.5 Application of Colloquialism :

Colloquial language is not the same as formal speech or writing (Colloquialism, n.d.). It is a type of language that speakers employ when they are relaxed and not overly self-conscious (Trask, 1999 in Colloquialism, n.d.). Some colloquial speech has a lot of slang, while others don't have any at all. Slang is permissible in colloquial language, although it is not required. Contractions and swearwords are further instances of colloquial use in English. The word "colloquial language" refers to ordinary natural language as opposed to specialised forms used in logic or other disciplines of philosophy (Davidson, 1997 in Colloquialism, n.d.). Meaning is evaluated differently in the sphere of logical atomism than it is in more formal premises (Colloquialism, n.d.).

1.6 What is slang :

Slang is a sub-category of Colloquial expressions (Learn4good.com retrieved on June 8th, 2023). Slang is the use of informal words and expressions. They are not considered standard in the

speaker's language or dialect but they are considered more acceptable when it is used in a group or society. It is a way in which languages change and are renewed.

Slang is a type of language that consist of words and phrases are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular content or group of people. (New Oxford American Dictionary, 2nd edition.)

“Slang is an independent part of the national language characterized by specific denominations of non-literary strata realized in a communication act (half informal or informal) of people linked with identical occupational environment or interests; and use as a medium for specific communication usage, as a medium expressing a belonging to that environment or interests” (Hubacek, 1988 as cited in Burdová, 2009, p.9).

Slang is a non-widespread vocabulary composed of words or meanings that are characterised primarily by the connotation of extreme informality and are no longer constrained to a certain area (Fromkin & Rodman, 2003:264).

1.7 STANDARD ENGLISH :

1.7.1 STANDARD ENGLISH DEFINITION :

According to Trudgill and Hannah (2008) “Standard English is the variety whose grammar has been described and given public recognition in grammar books and dictionaries, with it’s norms being widely considered to be ‘correct’ and constituting ‘good usage’”. Furthermore Thomas and Wareing (2004) describe in Language, Society and Power, that “part of the ideology of Standard English is that it is the ‘correct’ form of the language and the varieties are ‘incorrect’

In the opinion of Lewis (2008), standard language is approved by and serves as a model for wider speech, which is codified from language and hence may be both formal and informal.”.

In the words of Panichkul and Wadsorn (2008), a national language is a language that the majority of people in a country speak or a performance of an ethnic identification symbol. That is, standard language does not imply a country's language. Furthermore, Home (2001) believes that standard language can help individuals and groups integrate into a broad society. It further helps to distinguish one society from another and provides status to those who can employ it. Standard language provides a mechanism of gauging "correctness" in varied communities, and it can sometimes be seen as the sole genuine variant in society.

1.7.2 THE DIFFERENCES BETWEEN COLLOQUIALISM AND STANDARD ENGLISH :

Language is an evolving and adaptable instrument for communication, and two separate registers exist within this linguistic spectrum: colloquialism and Standard English. Colloquialism represents the informal and spontaneous language utterances that characterise daily discussions and exchanges. Standard English, on the other hand, reflects the language's organised and controlled variety, according to established grammatical rules and vocabulary conventions. "The purpose of this

academic investigation is to dissect the key distinguishing factors between colloquialism and formal Standard English, shedding light on their usage, stylistic variations, and contextual appropriateness in various linguistic environments."

1.7.3 Classification of Colloquialism in English Language :

Colloquialism is divided into three main classifications: words, phrases, and aphorisms. If the words represent the individual's regional tongue, they might be classified as colloquialism examples, or as abbreviations or profanity words examples. Phrases and idioms are colloquialisms when they are not used literally but are widely understood within a geographical region (Literary Devices, n.d.).

1. Words:

a.Contractions: Words like "ain't" and "gonna" that are not generally used in English-speaking cultures are examples of colloquialism.

b.Regional variations: One of the most popular colloquial variation in the United States is how someone refers to a carbonated drinks. The following are geographical limits that separate the use of the phrases "soda", "pop", "soft drink", and "Coke" (which is utilised as a general term rather than only to refer to the brand). There are several distinctions among American and British English, such as "truck"/"lorry" and "soccer"/"football".

c.Profanity: A group of phrases that are considered disrespectful in certain dialects of English but are not inappropriate or swearwords in others. In American English, the term "bloody" is a basic adjective, whereas in British English it is a swearword.

2. Phrases:

The following phrases all are qualified as colloquialism:

“Hard to swallow” = difficult to believe.

“Kick the bucket” = to die.

“Stir up a hornet's nest” = provoke a strong negative reaction.

“Head over heels” = in love.

“Elbow grease” = hard work.

3. Aphorisms:

The following aphorisms all are qualified as colloquialism:

I wasn't born yesterday.

There's more than one way to skin a cat.

Put your money where your mouth is.

McCrimmon (1963, pp.32 in Nofalli, 2012) classified colloquial English as follows:

1. A personal or familiar tone intended to provide the sense of a warm and friendly conversation with the readers.
2. A simplified syntactic framework that largely relies on idiomatic units and occasionally overlooks the subtleties of formal grammar.
3. A vocabulary distinguished by a general avoidance of acquired words and the inclusion of certain less objectionable slang terminology.
4. Excessive use of contractions (I'll, we've, didn't, can't), cut words (cab, exam, phone), and deletion of relative pronouns (who, which, that) that would be avoided in a formal style.
5. Relatively brief, basic phrases that are frequently grammatically incomplete and include few rhetorical techniques.

1.7.4 Style and Usage:

Colloquialism: Colloquial language is informal, conversational, and frequently employed in ordinary discourse among friends, family, or in casual contexts. Slang, regional phrases, and loose grammar and vocabulary are all included. Colloquialisms differ greatly between areas and social groupings.

Standard English is a basic and more structured version of English that follows established grammar, vocabulary, and pronunciation requirements. It is employed in formal writing, academic contexts, professional communication, and circumstances requiring a high level of accuracy and correctness.

1.7.5 Vocabulary and Grammar:

Colloquialism: Grammatical deviations, contractions, and casual vocabulary are all examples of colloquial language. It frequently prioritises communication and familiarity above rigorous linguistic constraints.

Grammar and vocabulary requirements are strictly followed in Formal Standard English. It eliminates abbreviations and slang in favour of clarity, precision, and grammatical accuracy.

Examples :

Colloquialism (Informal):

"Gonna" instead of "going to." (e.g., "I'm gonna grab some lunch.")

"Wanna" instead of "want to." (e.g., "Do you wanna come with us?")

"I ain't" instead of "I am not." (e.g., "I ain't going there.")

Standard English (formal) :

"I am going to" instead of "I'm gonna." (e.g., "I am going to attend the meeting.")

"I want to" instead of "I wanna." (e.g., "I want to learn more about this topic.")

"I am not" instead of "I ain't." (e.g., "I am not interested in that offer.")

c.Context:

Colloquialism is ideal for casual talks, informal writing (like as text messaging or personal emails), and relaxed social settings. Although It may not be appropriate for formal or academic settings. Standard English is necessary in professional publications, research papers, commercial communications, legal documents, and any other situation where clarity and precision are required.

1.8 POP SONGS LYRICS AND THEIR ROLE IN ENHANCING EFL STUDENTS USE OF COLLOQUIAL LANGUAGE :

English as a Foreign Language (EFL) learners often face challenges in understanding and using colloquial language. The use of pop songs' lyrics has gained attention as a potential tool for enhancing EFL students' learning and proficiency in colloquialisms. This literature review aims to explore the existing research on the role of pop songs' lyrics in enhancing EFL students' learning and use of colloquial language, focusing on vocabulary acquisition, cultural understanding, and language proficiency.

1.8.1 Cultural Understanding:

A study by Karakas and Basal (2017) emphasized that pop songs' lyrics serve as a valuable resource for learners to gain cultural insights and understand the social context in which colloquial language is used. By analyzing song lyrics, learners develop a deeper understanding of cultural references, societal norms, and idiomatic expressions, thereby enhancing their cultural competence and promoting intercultural communication.

1.8.2 Language Proficiency:

The integration of pop songs' lyrics in EFL instruction has shown positive effects on language proficiency. According to research conducted by El-Hani and Sin (2019), incorporating pop songs' lyrics in language lessons enhances learners' listening comprehension, pronunciation, and oral fluency. The rhythmic patterns and catchy melodies of songs contribute to learners' engagement and retention of colloquial language, leading to improved language proficiency. Moreover, a study by Bui (2020) revealed that the use of pop songs' lyrics in EFL classrooms fosters a supportive learning environment where learners feel motivated and confident to engage in authentic language use. This positive affective experience further contributes to the development of language skills and the effective use of colloquial language.

1.8.3 Conclusion:

The literature reviewed underscores the significant role of pop songs' lyrics in enhancing EFL students' learning and use of colloquialisms. The exposure to authentic language, expansion of

vocabulary, cultural understanding, and improved language proficiency are key benefits of incorporating pop songs' lyrics in EFL instruction. However, further research is warranted to explore effective pedagogical approaches and the long-term impact of utilizing pop songs' lyrics in diverse EFL contexts.

2. The use of songs for second language teaching :

Many individuals use English as a means of communication for various purposes, indicating its widespread use as a global language. The richness of vocabulary greatly contributes to effective communication and plays a vital role in language learning. To become proficient language practitioners in English, learners must possess a solid foundation and a wide range of vocabulary (Sohot and Yunus, 2019). Despite the popularity and effectiveness of using songs as a medium for learning English, their potential has not been fully explored and utilized (Frieferike Tegge, 2017). Studies have demonstrated that both students and teachers believe that songs assist in learning English vocabulary and provide valuable practice (Al-efeshat and Baniabdelrahman, 2020). Additionally, tertiary-level English as a Foreign Language (EFL) students consider cloze tests crucial for improving their language proficiency and acknowledge the benefits of incorporating music into their classes for skill enhancement (Janković, 2020).

Introducing songs in English Language Teaching (ELT) creates an enjoyable learning environment for students. Teaching vocabulary through the combination of words and rhythmic sounds generates a soothing atmosphere for learners. Shakerian et al. (2016) discovered that creating a multi-stimulant environment enhances students' motivation to learn. Songs contribute to establishing such an environment in the classroom due to their pleasant nature. Motivation is a complex concept influenced by individual factors, and teachers play a crucial role in inspiring students both individually and within a group setting. They encourage individual students and facilitate dynamic interactions among learners (Džanić and Pejić, 2016).

To maintain positive motivation, techniques should be prepared in advance for each lesson. It is important to gradually build the morale of young foreign language learners by implementing goal systems in an easily achievable order. Songs serve as a powerful tool to inspire students, enabling them to experience a sense of accomplishment individually and as part of a group. Students should feel encouraged and inspired rather than coerced, finding pleasure in singing together with their peers (Džanić and Pejić, 2016).

Young learners process knowledge differently from adult learners, both in their native language (L1) and a foreign language (L2). They begin associating words with specific objects from an early age, even without fully understanding the reasons behind their actions. As a result, young learners tend to engage in activities with greater enthusiasm, energy, and vigor than adult learners. However, their attention span is shorter, and they may struggle to sustain focus during demanding tasks. Young learners are naturally drawn to movement and creativity, as they are physically active and energetic (Nguyen and Nguyen, 2020). Songs offer a wide range of listening activities with great potential. They play a significant role in language learning, as children enjoy music and teachers utilize songs to teach concepts and language in a fun and inherent manner. Songs possess several

important characteristics, such as being enjoyable, engaging students' interest, and providing repetition. They enhance listening skills, rhythm, and pronunciation while creating a pleasant atmosphere. Even if songs are played repeatedly, most students do not tire of them, as they offer numerous aspects of language delivery and recycling. Songs can be integrated into lessons at any point and in various ways, serving as gap fillers, warm-ups, or even as the central focus of a lesson, contributing to a positive learning environment (Džanić and Pejić, 2016).

The use of songs for second language teaching is especially prominent among students who spend a significant amount of time listening to them. It is a common practice in schools, particularly at the pre-school and lower primary levels, to teach English using songs (Kusnierek, 2016). However, Engh (2013) noted that while many teachers intuitively recognize the benefits of using music in English teaching, their efforts are often limited due to the lack of a theoretical framework to support their approach. Engh (2013) concluded that the use of songs in language learning should be further explored based on the growing scientific evidence supporting their effectiveness. Nevertheless, at the tertiary level, the use of songs is subject to the rules, regulations, and socio-cultural norms of the college or university. Teachers must ensure that the content of the songs aligns with acceptable standards, avoiding graphic content or themes that contradict religious or moral guidelines set by the institution (Engh, 2013).

Recent studies have highlighted the effectiveness of songs in aiding the acquisition of child language. Children require repeated exposure to lexical objects before internalizing them, and songs provide an excellent means of repetition, improvement, and expansion of vocabulary. They are particularly suitable for children, as they make learning enjoyable and allow for immediate application of concepts. For instance, songs like "Head, Shoulders, Knees and Toes" can effectively incorporate or reinforce body parts, while the song "I Can Sing a Rainbow" can be useful for practicing color names (Limbong, 2012).

2.1 Pop songs as an educational tool :

Given the influence of pop culture, and especially pop music, in the lives of EFL learners, it is highly suggested that we, as EFL teachers, integrate regular applications of English which reflect students' voluntary and personally meaningful uses of English in an English learning environment, rather than concentrating solely on fluency or lexicogrammatical precision (Kramsch, 2014). English as a foreign language should be regarded and treated by educators in the same manner that it is viewed and handled by students. Teachers have to consider this new world thoroughly and try to cope with. Unlike in educational settings, learners deliberately include the English language into their everyday spoken interactions to talk about their pastimes, habits, and opinions, without regard for accuracy and, most significantly, with no fear of being corrected or turned down (Pennycook, 2007; Pitkänen-Huhta and Nikula, 2013).

The use and effectiveness of pop songs for second language teaching and learning have piqued academic interest over the years, as evidenced by the growing number of articles on the subject (Richards, 1969; Gelman, 1973; Jolly, 1975; Abrate, 1983; Baechtold & Algier, 1986; Murphey, 1987; Dethier, 1991; Arleo, 2000; Foncesa, 2000; Kao & Oxford, 2014). Some experts strongly

advocate using pop music as a means of learning a foreign language, citing a variety of factors to back up their claims (Domoney & Harris, 1993; Adkins, 1997; Lems, 2005).

2.2 How do EFL learners perceive and interpret colloquial language in pop songs' lyrics :

Understanding how EFL learners perceive and interpret colloquial language in pop songs' lyrics is crucial in unraveling the impact of music on language learning. When exposed to pop songs, learners engage in a multifaceted process of perception and interpretation, influenced by their linguistic background, cultural experiences, and individual preferences. According to Lee and Brown (2018), EFL learners often perceive colloquial language in pop songs as a means of connecting with the target language culture, as lyrics present authentic and relatable instances of language use. This perception is further supported by Johnson's (2020) study, which found that learners frequently associate colloquial language in pop songs' lyrics with social and cultural contexts, allowing them to develop a deeper appreciation for the nuances of language variation. Moreover, the interpretive process involves deciphering the intended meaning behind colloquial expressions. Ellis (2019) suggests that EFL learners rely on context cues, lyrical repetition, and their own knowledge of the language to interpret colloquial language in pop songs. They engage in a process of decoding and inference, drawing on their existing language skills to derive meaning from the lyrics. This interpretive endeavor fosters learners' language awareness and encourages them to delve into the cultural and emotional layers embedded in colloquial language. Furthermore, studies by Garcia and Smith (2017) highlight that EFL learners often develop personal connections and emotional associations with pop songs' lyrics, enhancing their motivation and engagement in language learning. By perceiving and interpreting colloquial language in pop songs, learners transcend traditional classroom boundaries and gain a deeper understanding of language use in real-life contexts. In addition to the factors mentioned earlier, there are several other aspects that contribute to EFL learners' perception and interpretation of colloquial language in pop songs' lyrics. One such aspect is the influence of music videos and visual imagery. Research by Taylor and Martinez (2019) suggests that the visual representation of the lyrics in music videos can provide valuable contextual cues and non-verbal cues that aid learners in understanding the colloquial language. The combination of auditory and visual elements enhances learners' comprehension and interpretation of the lyrics, allowing them to grasp the intended meaning more effectively. Moreover, the social and cultural significance of pop songs' lyrics cannot be overlooked. As pointed out by Chen (2021), learners often perceive colloquial language in these lyrics as a reflection of the popular culture and societal trends of the target language. This perception prompts them to explore the cultural context behind the language use, leading to a deeper understanding of the nuances and cultural references embedded in colloquial expressions. Additionally, collaborative learning activities, such as group discussions or peer interactions focused on analyzing and interpreting pop songs' lyrics, provide learners with opportunities to share their perspectives, negotiate meaning, and develop a deeper appreciation for the colloquial language (Wang & Liu, 2020). These collaborative learning experiences foster a sense of community and promote a more comprehensive understanding of the diverse interpretations of colloquial language found in pop songs' lyrics.

2.3 The common features of colloquial language found in pop songs' lyrics :

Pop songs' lyrics serve as a vibrant platform for the expression of colloquial language, capturing the essence of contemporary culture and fostering a deep connection with listeners. These lyrics often exhibit a range of common features that reflect the informal, expressive, and relatable aspects of everyday speech. One prominent feature is the use of slang, which adds an element of authenticity and immediacy to the lyrics. As Smith (2019) highlights in her study on the language of popular music, slang terms such as "gotta," "wanna," and "ain't" are frequently employed in pop songs, creating a relaxed and conversational tone that resonates with the target audience. This linguistic strategy not only establishes a sense of familiarity and rapport but also helps to bridge the gap between formal language instruction and the dynamic realities of informal communication. In addition to slang, idiomatic expressions play a significant role in pop songs' lyrics, adding colorful metaphors and imagery that evoke powerful emotions. For instance, the phrase "break a leg" is commonly used to wish someone good luck, while "spill the beans" is employed to denote revealing a secret. Jones (2020) emphasizes that these idiomatic expressions contribute to the captivating nature of pop songs' lyrics, as they encapsulate complex ideas in a succinct and memorable way. By incorporating colloquial language, pop songs provide learners with a window into the nuances and subtleties of language use, enabling them to develop a deeper understanding of cultural contexts and enhancing their communicative competence (Johnson, 2017). This engaging and immersive experience not only enriches learners' vocabulary and linguistic repertoire but also nurtures their appreciation for the vibrancy and diversity of language expression in real-life settings. As educators, recognizing and harnessing the common features of colloquial language found in pop songs' lyrics can create an engaging and dynamic learning environment, promoting effective language acquisition and fostering cultural understanding.

2.4 How does pop songs lyrics help enhance EFL learning of colloquialism :

Pop songs are a great way to learn English as they often contain colloquialisms that are not found in textbooks. By listening to pop songs, EFL students can learn these colloquialisms and become more comfortable using them in conversation. According to a systematic review by Alghamdi (2019), the use of music and songs as pedagogical tools in teaching English as a foreign language has been found to be effective in improving students' grammar skills and pronunciation. Another study by Al-Saidat (2018) found that using pop songs in teaching colloquial expressions was effective in improving EFL learners' ability to understand and use colloquial expressions. Similarly, a study by Al-Khresheh (2017) found that using popular music in teaching colloquial expressions was effective in improving EFL learners' ability to understand and use colloquial expressions.

- Some examples of colloquialisms in pop songs:

- "I'm a survivor, I'm not gon' give up" — Destiny's Child, "Survivor". This song uses the colloquialism "gon'" which is a shortened form of "going to". It also uses the colloquial pronunciation of "going" as "gonna".

- "You're so vain, you probably think this song is about you" — Carly Simon, "You're So Vain". This song uses the colloquialism "vain" which means excessively proud of one's appearance or achievements. It also uses the colloquial word "probably" which means most likely or almost certainly.

- "Don't go chasing waterfalls, please stick to the rivers and the lakes that you're used to" — TLC, "Waterfalls". This song uses the colloquialism "chasing waterfalls" which means pursuing unrealistic or unattainable goals. It also uses the colloquial word "stick" which means stay or remain.

- "I'm a Barbie girl, in a Barbie world" — Aqua, "Barbie Girl". This song uses the colloquialism "Barbie" which refers to a popular doll that represents an idealized image of beauty and femininity. It also uses the colloquial word "girl" which means a young or immature woman.

- Academic sources and forums on pop songs and colloquialisms:

- Popular Music and Society | Taylor & Francis Online. This is another international journal that covers popular music from various perspectives and disciplines. It also welcomes articles on pop songs and colloquialisms, as well as other topics related to popular music and society.

- Pop Songs For ESL Students To Sing | Games4esl. This is a website that provides fun and engaging activities for ESL students, including singing pop songs. It lists 10 catchy English pop songs that students can sing in class, along with some tips on how to use them for teaching vocabulary, grammar, and pronunciation.

- 9 Hip Modern Songs for Teaching English to All Levels | FluentU English Educator Blog. This is a blog post that suggests 9 modern pop songs that can be used for teaching English to different levels of students. It also explains the teaching points and benefits of each song, as well as some ideas on how to use them in the classroom.

- 24 Easy Pop Songs for Learning English (and 6 Fun Ways to Practice) | FluentU English. This is another blog post that recommends 24 easy English pop songs that learners can sing along to. It also provides 6 fun exercises that learners can use to practice their English skills with songs.

Pop songs can be a valuable tool for EFL learners seeking to improve their colloquial language skills. Exposure to authentic language use is a key benefit of music lyrics, which often feature informal and colloquial settings. This can help learners to develop their understanding of the nuances of language use and to build their confidence in using English in everyday situations. Additionally, pop song lyrics are often rich with idioms, slang, and expressions that are not typically taught in textbooks, which can help learners to expand their vocabulary and develop their understanding of colloquial language use. Through exposure to music lyrics, learners can recognize colloquial language use in other contexts, such as in movies, TV shows, and real-life conversations, improving their ability to understand and use informal language in a variety of situations. By developing their colloquial language skills through music lyrics, learners can improve their ability to communicate naturally and effectively with native speakers. Finally, analyzing music lyrics can also provide insights into the culture and values of English-speaking countries, enhancing learners' cultural understanding and helping them to communicate more effectively with native speakers.

2.5 The role of music lyrics in enhancing EFL learners' English is particularly significant when it comes to the development of colloquial language skills :

Pop songs can be a valuable tool for EFL learners seeking to improve their colloquial language skills. Exposure to authentic language use is a key benefit of music lyrics, which often feature informal and colloquial settings. This can help learners to develop their understanding of the nuances of language use and to build their confidence in using English in everyday situations. Additionally, pop song lyrics are often rich with idioms, slang, and expressions that are not typically taught in textbooks, which can help learners to expand their vocabulary and develop their understanding of colloquial language use. Through exposure to music lyrics, learners can recognize colloquial language use in other contexts, such as in movies, TV shows, and real-life conversations, improving their ability to understand and use informal language in a variety of situations. By developing their colloquial language skills through music lyrics, learners can improve their ability to communicate naturally and effectively with native speakers. Finally, analyzing music lyrics can also provide insights into the culture and values of English-speaking countries, enhancing learners' cultural understanding and helping them to communicate more effectively with native speakers.

According to the Cambridge Dictionary, pop music is " the kind of music with words and a strong rhythm that many people enjoy listening and dancing to." They often feature informal language, such as colloquial language ,slang and idiomatic expressions, which can provide learners with authentic examples of colloquial language in context. As noted by researchers Kim and Kwon in their article "Exploring the Educational Value of Pop Songs in EFL Classrooms," they can also stimulate learners' motivation and engagement in language learning, as they are often highly enjoyable and emotionally resonant. Furthermore, pop songs can provide exposure to a wide range of English dialects and accents, as many popular songs are produced and performed by artists from around the world. This exposure to different forms of English can help EFL learners develop their listening and comprehension skills, as well as their ability to understand and interpret colloquial language in different contexts. Overall, the use of pop songs in EFL classrooms can be a highly effective and engaging way to enhance learners' understanding and use of colloquial language. By providing authentic and emotionally resonant examples of colloquial language in context, pop songs can help learners develop their skills in a way that is both enjoyable and effective.

2.6 Benefits of including songs in english classes :

Numerous researchers suggest that incorporating songs into English classes can be highly beneficial for language learning (Burhayani, 2013). By providing a variety of songs for students to choose from, their enthusiasm to learn English is enhanced as they engage with their favorite music (Alefeshat, 2019). Several studies have acknowledged the positive impact of music and songs on learning English as a foreign language (EFL). Research by Schön et al. (2008) and Mashayekh and Hashemi (2011) has indicated that music and song facilitate language acquisition by creating a motivating and comfortable learning atmosphere (Coyle and Gracia, 2014). Moreover, they contribute to vocabulary and language development (Chou, 2014; Coyle and Gracia, 2014; Davis and Fan, 2016).

Experts such as Mora (2000) and Salcedo (2010) highlight how music and songs assist teachers in fostering a creative learning environment through varied activities. Integrating music into foreign language instruction offers additional resources for teachers to inspire and engage students (Paquette and Rieg, 2008). Music stimulates multiple parts of the brain, including the right hemisphere, making it a calming and comprehensive activity that adds enjoyment and engagement to the language classroom. Incorporating songs in English classes has several benefits, including improved grammar skills, pronunciation, and speaking abilities (Alefehat, 2019). Songs also serve as understandable feedback for students, aiding their comprehension of the language and acquisition of new rules while promoting a relaxed and inspired learning experience. They act as effective tools for teachers by creating a low affective filter and generating curiosity among learners (Supeno, 2019). Motivation is crucial in foreign language classrooms, as learners need to feel motivated in real-life situations to effectively learn and utilize the target language (Supeno, 2019). Furthermore, the use of songs in the classroom fosters engagement and a sense of community among students. It allows for interactive communication while cultivating an enjoyable classroom environment. By incorporating songs into the learning process, students perceive English as a fun and happy subject (A'yun and Andayani, 2019). Consequently, songs can significantly influence the teaching and learning methods, offering a productive approach based on the aforementioned advantages (A'yun and Andayani, 2019).

Importantly, music and songs cater to the diverse learning styles of students, including visual, auditory, and kinesthetic preferences. By leveraging these different learning styles, teachers can tailor their instructional methods accordingly. This ensures that students remain engaged and avoid becoming bored or disheartened during lessons (Supeno, 2019).

2.7 Influence of pop music and songs on EFL vocabulary improvement :

Songs have a positive impact on the vocabulary retention of young learners. Regardless of whether an aural or aural/visual environment is utilized, research shows that songs are effective for various types of learning, foster positive learning experiences, and enhance student awareness. They inspire and cultivate a passion for language learning, motivating students to be innovative, inventive, and eager to excel (Džanić and Pejić, 2016). Additionally, teachers have expressed favorable impressions of using songs for vocabulary training with young learners, as reported by Nguyen and Nguyen (2020). The findings provide valuable insights into the effectiveness of incorporating songs to enhance the vocabulary of young learners, serving as a helpful guide for teachers and practitioners in utilizing songs for this purpose.

Zamin et al. (2020) explored how songs in English language classrooms could assist tertiary learners in expanding their repertoire of verb vocabulary. They discovered that songs could increase vocabulary acquisition and repetition among English language learners. Songs offer a fun way to learn new phrases, and students show a keen interest in improving their informal vocabulary through songs with lyrics, which simultaneously strengthens listening and reading skills (Zeroual and Bechoua, 2018). Çevikbas et al. (2018) also found that songs are powerful pedagogical resources

that aid young learners in developing their vocabulary, as perceived by teachers who frequently incorporate songs to promote vocabulary acquisition in English instruction.

Studies conducted by Rahmawati (2010), Kusnierek (2016), and Maneshi (2017) focused on primary school students. Rahmawati (2010) specifically examined noun acquisition using children's songs, while Kusnierek (2016) and Maneshi (2017) concentrated on vocabulary acquisition. These studies utilized popular songs from the mass media, which aligns with Lenneberg's Critical Time Hypothesis (Friedmann and Rusou, 2015), suggesting that learning begins when the brain reaches a certain level of maturity and plasticity. It is also crucial for teachers to carefully select songs that offer insights into the culture of the target language (Segal, 2014) when using songs for language instruction. While contemporary songs are popular among young people, caution should be exercised in exposing students to explicit content. However, teachers not incorporating current songs can lead to feelings of dissatisfaction among students and teachers, as musical preferences differ (Kusnierek, 2016). Therefore, educators can engage in conversations with colleagues and students to gather a diverse song collection, which can foster open classroom discussions and provide opportunities for learners to practice what they have learned. Segal (2014) also highlighted the importance of teachers being well-trained and familiar with the lyrics of the chosen songs to maintain the flow of instruction. Taking the time to plan and study the song and its lyrics before using it as a classroom activity can prevent disruptions in the teaching process.

Pop music is a genre of music that have a broad appeal and are frequently heard on the radio or have a large number of views online, this music nowadays is catchy, brief, and simple to remember. Pop songs may have aspects of other musical genres, such as rock, dance, or country. It can be used to help EFL students acquire and apply colloquialisms, which are informal phrases or idioms used in ordinary conversation. Colloquialisms can help EFL students seem more natural and proficient in English while also understanding the language's culture and context. Colloquialisms include phrases like "hang out," "chill out," and "break a leg." Through their lyrics, pop songs may introduce EFL students to colloquialisms, which typically represent how people speak in real life. Students can sing along, analyse, or compose their own lyrics to pop songs, which can make studying colloquialisms more enjoyable and interesting.

2.8 Teaching Language Skills with Songs in English Lessons :

Pedagogical activities, tasks, and exercises designed around songs can enhance the four language skills of listening, speaking, reading, and writing, as well as grammar and vocabulary. Hancock (1998) justifies the use of songs in language learning as they can be analyzed as a sample of language. Activities such as identifying antonyms, analyzing grammar features, and recognizing pronunciation patterns can be combined to create effective lessons. Gap-fills, transformations, and pronunciation drills using song lyrics can also be utilized. Foreign language learners often struggle with accent, and songs can be a valuable tool to improve phonetic skills and distinguish between sounds. Spicher and Sweeney (2007) suggest that listening to folk songs can aid in achieving native-like pronunciation, while Fomina (2000) argues that song melody influences speech intonation and memorization. Medina (1990) stresses that the investment of time in using songs is small, yet the

potential benefits in terms of vocabulary acquisition are significant. Saricoban and Metin (2000) claim that songs are valuable resources to develop language skills, including vocabulary, pronunciation, grammar, and sentence patterns. This thesis provides an overview of using songs to teach various English language skills and offers activities to teach, develop, or assess receptive and productive skills.

Listening Skill :

The development of listening comprehension skills is of utmost importance as it plays a crucial role in enabling students to effectively engage in communicative situations and attain proficiency in the English language (Ross, 2006, para. 12). To maximize the efficacy of listening activities, it is essential to establish clear objectives prior to the listening task. For instance, if students are informed that the post-listening tasks will focus on giving directions, they can direct their attention towards relevant vocabulary (Ross, 2006, para. 1, 3, 12).

There exist several potential activities that can aid in the enhancement of listening comprehension skills. These activities include:

- Gap-fill exercise: Students listen to a song and complete missing words.
- Word selection: Students are provided with song lyrics on paper, and they must choose the correct word from pairs given.
- Correction of song lyrics: The teacher and students introduce changes to the song lyrics, such as the use of opposites or alterations in tense forms, and students are tasked with reverting them back to their original state.
- Song strip exercises: In addition to listening comprehension practice, these exercises encourage students to utilize contextual clues to organize a text. The teacher photocopies song lyrics and cuts them into strips, distributing them randomly among the students, who then work together to recreate the song. This activity can be conducted individually, in pairs, or in groups (Murphey, 2002, p. 73).
- Summarizing or comic strip creation: Students listen to a song and write a brief summary or create a comic strip depicting the story conveyed in the song. This activity is more suitable for advanced students, although simpler songs can be chosen for less proficient learners.
- Recognition of missing words: Students are provided with individual words from a song and must identify the missing word(s) while listening.
- Word identification cues: Students raise their hand, tap their pen, or shout "stop" when they hear a new word.
- Songs for rhythm and stress practice: Songs serve as an effective tool for practicing the rhythmic patterns and stress of English. Dictation exercises are also valuable for honing listening skills. Learners are required to transcribe sentences, employing their knowledge of spelling, punctuation, and different language structures. By connecting sounds to their language knowledge, listening abilities can be enhanced. Short and slow-paced songs are particularly suitable for dictation

exercises, such as "Can't Help Falling in Love." Song dictation can be combined with read dictation if certain sentences prove too challenging to decipher. Dictations can be seamlessly integrated with other aspects of the lesson, such as discussions on new topics, vocabulary exercises, or revision of various grammatical areas (Cullen, 1999, para. 1-2, 5-6, 10, 12-13).

According to Wong (1987, pp. 30-31), songs offer a wealth of rhythmic examples, with the regularity of rhythmic beats facilitating the introduction of language flow. Murphey (2002, p. 124) suggests utilizing jazz chants for practicing syllable stress. Introducing different accents can be effectively accomplished through the use of YouTube videos.

Speaking Skill :

There are numerous approaches available to enhance students' speaking skills through the use of songs. Engaging in conversations on various topics can be encouraged through the following methods:

- Song interpretation: Students are provided with the title of a song, and each individual shares their thoughts and interpretations regarding the song's meaning.
- Opinion sharing: Students express their opinions about songs and provide justifications for their viewpoints.
- Emotional response analysis: Students discuss how they feel when listening to a particular song and speculate on the emotions the songwriter may have intended to convey.
- Discussion of topical issues: Songs can serve as a starting point for discussing current and relevant topics.
- Oral song projects: Students are assigned a singer, band, or musical genre, and they are tasked with preparing an oral or written presentation that encompasses all crucial information about their assigned topic (Lavery, 2011, para. 2).
- Contrasting and comparing styles or themes: Clare Lavery (2011) suggests the comparison of two songs with similar themes. For instance, students are divided into two groups, each analyzing a different song such as "You've Got a Friend" by Carole King and "You're My Best Friend" by Queen. Following the analysis, students prepare presentations, leading to a subsequent general discussion (Lavery, 2011, para. 2).

2.9 Music and its adequacy in vocabulary enrichment :

Combining music and song in an English language learning setting is not a novel concept. This technique extends back to the 1960s, when researchers (Bartle, 1962; Richards, 1969; Jolly, 1975) initially proposed using music in a language learning environment for the linguistic benefits as well as the motivating interest that EFL learners may receive. A few studies were conducted to investigate the efficacy of this practise in school projects (Medina, 1990 & 2003; Benko, 2002; Groot, 2006; Beasley and Chuang, 2008; Legg, 2009; Li and Brand, 2009; Yilmaz, 2011). These

studies contrasted a group that received music-based instruction against one or more control groups to see if music may be an effective technique for vocabulary learning.

Medina (1990: 18) concluded that a music-based approach to foreign language acquisition might be at least just as successful as a standard teaching technique. Murphey (1992a: 6) regarded that “the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections”. Schunk (1999) found that songs may really assist significantly to language learning after doing extensive study on the effectiveness of signing when combined with improving receptive vocabulary abilities.

Other research (Schön et al., 2008; Kolinsky et al., 2009) has found that music can improve vocabulary acquisition in a brief period. These experiments demonstrated that acquiring input from languages in conjunction with melody improves segmentation of speech and that a constant coupling of linguistic and musical information improves learning. In other words, “learning a new language, especially in the first learning phase wherein one needs to segment new words, may largely benefit of [sic] the motivational and structuring properties of music in song” (Schön et al. 2008: 975).

Therefore, When music is used as an educational tool in a language course, cognitive and metacognitive learning strategies are improved (Jones, 2008), learners' receptive skills towards language inputs are developed (Bancroft, 1978; Lozanov, 1978; Magahay-Johnson, 1984), and language is effectively explored (Cullen, 1998).

Considering all into account, it is possible to conclude in the context of the current study that a review of the literature has given evidence that adding songs in an EFL classroom environment might be advantageous for learners. Songs and language are cognitively intertwined in the human brain, according to science. Through a linguistic standpoint, songs in an English classroom include linguistic information such as vocabulary, pronunciation, or grammar. From a pedagogical standpoint, pupils may gain new knowledge without intending to do so. As a result, it is inferred and will be examined further throughout the present study that songs not only bring enjoyment, but also improve language practise and favourably effect vocabulary learning and memorization.

2.10 Memorization through songs :

There is no denying that music may jog memories more quickly than random words. According to Salcedo (2002), rhythmic writings, such as head ringing melodies and songs, are the most memorable whereas spoken texts, such as oral tales, interviews, and conversations, are the least easily remembered. subsequently, through implicit memory, these songs help individuals 15 retain a variety of things, including language, syntax, rhythm, and lyrics.

Actually, neurologists believe that sentences put to music are the centre of memory and are recalled through the implicit memory, which is both emotive and lasting (Jenkins, 2014; Dartmouth University, 2005). Furthermore, the dopamine generated when listening to enjoyable music aids in the memory of language structures. Songs “[...] provide sequential information, line and syllable length information, chunk linking, and rhythmical information which has the potential for making

accurate reconstruction of the text” (Salcedo, 2002, p.47). In simple terms, because the human brain has an active connection with what it perceives, it retains some sections of the music practically subconsciously without having conscious of it.

Overall, the melodies of songs clearly impacts our subconscious, and music frequently awakens memories, so they are never fully gone, unlike words. That explains why people frequently recall songs from their youth since they were played and listened to constantly, and often Alzheimer's patients who are incapable of remembering their own names begin singing a song they learnt during school without difficulty.

2.11 Advantages and disadvantages of pop songs in class :

As previously stated, the association between music and language acquisition has grown in favour among academics. Due of the scarcity of empirical data on this practise, teachers are hesitant to use it. Such reluctance appears understandable when we consider that applying a new practise in a classroom setting has both benefits and downsides, which will be discussed more below. Several experts have expressed worry about the good influence of pop music in an EFL classroom throughout the previous decades. Murphey (1990a: 231-233) conducted an examination of pop song language and came to some intriguing results. First and foremost, he decided that pop song language is rather straightforward and supports a conversational style of speech. He showed that pop songs include numerous personal allusions while without targeting a specific referent, allowing listeners to identify with the plot portrayed through lyrics. This segment shows how extra-musical environment effects music reception and how teens might use music to convey their emotions. Murphey (1990a: 233) placed a strong focus on the finding that the emotive aspect of pop music might add to students' desire for language acquisition.

Incorporating pop songs may expose students to the actual language they will encounter in a true English-speaking setting outside of the classroom. Griffiee (1992: 5) advocated for using pop songs' natural and ordinary language in educational settings rather than the synthetic language found in many course materials. Pop songs, for instance, contain several examples of colloquial speech. As previously said, the availability of pop is nearly endless, and there is a wide choice of pop music to pick from (Griffiee 1992: 8).

Overall, pop songs may help with vocabulary learning since they are short texts with straightforward conversational language. Their repeating character, as well as the coupling of music and text in self-contained phrases, might help to long-term memory, which frequently results in the so-called catchy song phenomenon. Finally, in terms of the substance of the lyrics, self-identification and emotive engagement may be two of the reasons why EFL students often and actively engage with pop music, so indirectly promoting vocabulary acquisition through more listening sessions.

Considering the benefits of adopting pop music in an EFL classroom, there may be certain concerns that should not be neglected. First and foremost, when it comes to music in the classroom, tremendous attention should be made on the loudness. Murphey (1992: 8–9) observed that playing

music loudly in a classroom may disrupt other classrooms. Second, some students may become so engrossed in their studies that they lose sight of the subject.

A further concern is the musical choices of the students. Likes and dislikes on the music chosen by the teacher may result in less enthusiasm or disagreements among students. More importantly, many songs may be difficult for pupils to understand if they contain a lot of colloquial language and are too quick. Others may feel ashamed or perplexed if the song covers forbidden issues such as violence and prejudice (Siek-Piskozub and Wach, 2006). Teachers should be cautious while looking for an appropriate tune. They may easily fail if they do not take this duty carefully, leading to learners becoming confused and disengaged in the music.

Furthermore, when students listen to a song in class, many do not anticipate doing any type of work on it. If teachers do song-based activities at the end of the song, students might not be as forthcoming as the instructor would want. As a result, instructors should continually monitor their students' moods in class, and if they show signs of unhappiness, teachers should stop one activity and transition to another.

The question of whether a teacher will eventually use pop music into his or her EFL class is an assessment that may be made after considering both the good and negative sides of this strategy.

It is a matter of expertise whether a teacher is capable of using this approach. The experience, talents, and knowledge of pop music of a foreign language instructor, as well as proficiency with computers, have a significant impact in the implementation and effectiveness of the usage of pop songs. The age and talents of an educator cannot determine the effectiveness of this practise, but they may play a part in the entire procedure. The concept of pop culture means that younger people are more eager to utilise current technology and have a more favourable attitude towards computers and players, as well as pop culture.

2.12 Criteria for choosing the right song :

What has been observed among EFL teachers today is a significant interest in utilising songs in the classroom, which stems from two irrefutable variables: the initial is the growing number and diversity of songs nowadays, and the following is our mindset towards them (Griffie, 1990).

The former, on the other hand, may be a two-sided coin, meaning it could be more of a disadvantage for a teacher. The selection of the music to be used in the class is not one of the simplest options. Making the appropriate selection could be downright hectic for certain teachers.

Teachers must consider numerous criteria, including the suitability of both the topic and the language for their pupils. educators, in specific, must approve the language used in the songs and determine if the content is acceptable for the level, stage of development, and preferences of the target students (Richards, 1969; Jolly, 1975; Murphey, 1990a; Purcell, 1992; Salcedo, 2002; Aquil, 2012).

Furthermore, courses are rarely homogenous, which means that no two students are alike. As a result, the instructor is expected to consider the disparities amongst pupils. McCarthy (1990: 66)

compiled an inventory of some of the most significant benchmarks to evaluate, including word usage, necessity and level, cultural backgrounds, convenience, and the ability to learn.

According to McCarthy (1990: 86), the learning potential of vocabulary is closely tied to the concepts of repetition and form; therefore, the most often repeated words will probably be learned due to the fact that they occur on a regular basis. According to Nation (1990: 18), "the more iterated a word is, the more useful it becomes." In terms of challenges in the form, MacCarthy relates to both grammatical or phonetic issues that may be problematic for native learners.

Griffiee (1992: 6-7) compiled the most important considerations for instructors to make while choosing a song. Teachers ought to first consider the kids' ages into account. Additionally, the hobbies and musical preferences of the pupils should be taken into account. Allowing kids to contribute song lyrics from songs they enjoy and then make a selection would be an excellent plan. Additionally significant is the time of day. Music may energise some students who are feeling sleepy in the afternoon, while other classes may require a little more energy control. The goal of language instruction is also of highest significance. The song shouldn't simply be for pleasure; it should also be educational. At last, music shouldn't be played loudly since it can disrupt other classrooms.

Tutors shouldn't assume that grammatical and syntactic structures, which make up the shape of the language in songs, are right. Since the music business has become more interconnected, musicians have more desire for an international career, and naturally, they play their tunes in English in order to appeal to the general public. There are countless musicians that sing in English yet are of non-English speaking heritage. The lyrics may contain any potential syntactic, grammatical, or even linguistic errors. It is the duty of the EFL teacher to point out any errors in the lyrics right away and, of course, to shield the students from copying any kind of grammatical or other incorrectness. When choosing a song, teachers frequently ignore significant facts regarding the musician or band, which is a factor that must be considered carefully.

CHAPTER TWO

RESEARCH METHODOLOGY, DATA ANALYSIS AND RESULTS

This chapter describes: (1) the participants of the study, (2) Data Collection Method, (3) the research procedures and (4) the data analysis.

Introduction

This section is specifically dedicated to the empirical investigation within the present study, aiming to ascertain the presence of a significant relationship between colloquial language learning

and pop song lyrics. To initiate, this chapter outlines the fundamental procedures employed in data collection, the identification of the target population, and the selection of the sample. Subsequently, we delve into the examination, analysis, and interpretation of the students' questionnaires. Finally, it concludes by engaging in a comprehensive discussion of the findings, aligning them with the research question, and assessing the validity of the proposed hypothesis.

2.1 Participants of the Study

The current research was carried out within the English Department at Mohammed Boudiaf University in Msila, all participants are not native English speakers. The study involved 41 third-year English students selected through a random sampling method, including both males and females. This approach was chosen because it ensures that the findings from this sample can be generalized to the entire population. All participants have Arabic as their native language, and they collectively possess a minimum of ten years of experience in learning the English language.

2.2 Data Collection Method

Data was collected using a multi-sectioned questionnaire which was designed to gather valuable insights on the role of pop song lyrics in enhancing colloquialisms learning among English language learners. The questionnaire allows for a wide coverage of the target population. It is also the most convenient tool for collecting students' views on a certain subject. It consists of 18 questions, comprised of five sections, each addressing specific aspects of participants' experiences, perceptions, and attitudes related to this topic.

Section 1: Participant Information

- This section collects basic demographic data, including gender and language proficiency level

Section 2: Pop Songs and Colloquialisms

- Participants are asked about their listening habits regarding English pop songs, including frequency and their level of engagement with the lyrics. They are also queried about their comfort level with colloquial language expressions in pop song lyrics.

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Section 3: Perceptions and Attitudes

- This section focuses on participants' perceptions and attitudes towards colloquial language. It assesses their belief in the importance of colloquial language for effective communication in English and their exposure to colloquial expressions in pop song lyrics. Participants are also asked about their conscious efforts to learn colloquial expressions through pop songs.

Section 4: Learning and Utilizing Colloquialisms

- Here, participants share their opinions on the utility of pop song lyrics for learning colloquial expressions and whether such lyrics aid in memorization. They are also asked about their actual usage of colloquial expressions learned from pop songs in their communication and writing.

Section 5: The Influence of Pop Songs

- This section delves into participants' beliefs regarding the accuracy of pop song lyrics in representing everyday colloquial language. It also explores their views on whether exposure to a variety of pop songs can enhance colloquial language competence and facilitate communication with native speakers from diverse backgrounds. Additionally, it assesses the potential of pop songs as a tool for learning colloquial language expressions.

2.3 RESEARCH PROCEDURES

Data collection occurred at the conclusion of the academic year 2022/2023. The questionnaire was disseminated online to third-year student study groups over the span of one week, allowing students ample time to contemplate and respond to the questions at their convenience. It's important to note that participation was entirely voluntary, and no student was under any obligation to complete the questionnaire. Furthermore, participants were assured of the utmost confidentiality and anonymity regarding their shared responses.

2.4 DATA ANALYSIS

2.4.1 Analysis of the Students' Questionnaire

2.4.1.1 Section 1: Participant Information

Q1: I am a:

Table 1 :
Students gender

Options	N	%
A- Male	11	26,8 %
B- female	30	73,2 %
Total	41	100 %

The results displayed above show that more than two thirds of the participants are female, however less than one third of the participants is male

Q2: My level of proficiency in the English language is :

Table 2 :
Students view of their English proficiency level

Options	N	%
a- Beginner	2	4,9 %
b- Intermediate	4	9,8 %

c- Good	17	41,5 %
d- Excellent	18	43,9 %
Total	41	100 %

In the table above, The majority of participants believe to fall into "Good" and "Excellent" proficiency categories, while smaller percentages were classified as "Intermediate" or "Beginner."

2.4.1.2 Section 2: Pop Songs and Colloquialisms

Q3: I listen to English pop songs

Table 3 :

Students' frequency of exposure to English pop songs

Options	N	%
A-daily	18	43,9 %
B-several times a week	15	36,6 %
C-once a week	2	4,9 %
D-rarely	4	9,8 %
E-never	2	4,9 %
Total	41	100 %

In the previous table, the data demonstrates that a substantial number of students in the study have regular exposure to English pop songs, with "daily" and "several times a week" being the most common response categories. Only a small portion of the students rarely get exposed to songs. This information is pertinent to understanding the participants' familiarity with pop song lyrics and their potential impact on colloquialism learning.

Q4 : I actively pay attention to the lyrics when listening to English pop song

Table 4 :

the level of attentiveness and engagement participants exhibit when listening to English pop song lyrics

Options	N	%
a- Always	14	34,1%
b- Often	20	48,8 %
c- sometimes	5	12,2 %
d- Rarely	2	4,9 %
e- never	0	0 %
Total	41	100 %

These results suggest that a significant portion of the participants display diverse levels of engagement with the lyrics of English pop songs. Most participants either occasionally or

consistently focus on the lyrics, which holds significance in the context of the study's investigation into how such attentiveness might influence the acquisition of colloquialisms through song lyrics.

Q5 : I am comfortable with listening to colloquial language expressions

Table 5 :

participants' comfort levels and attitudes towards encountering colloquial language expressions in spoken or sung form

Options	N	%
a- Very comfortable	16	39%
b- Comfortable	16	39 %
c- Neutral	5	12,2 %
d- Uncomfortable	4	9,8 %
e- Very uncomfortable	0	0 %
Total	41	100 %

These findings suggest that a considerable majority of participants are either "Very comfortable" or "Comfortable" with encountering colloquial language expressions in both spoken and sung forms. Only a small portion reported being uncomfortable. This information is pertinent to the study's investigation into how learners' comfort levels may impact their engagement with colloquialisms found in pop song lyrics and their potential for colloquialisms learning.

2.4.1.3 Section 3: Perceptions and Attitudes

Q6: understanding colloquial language is important for effective communication in English

Table 6 :

participants recognition of the importance of colloquialisms in real-life conversations.

Options	N	%
a- Strongly agree	10	24,4%
b- Agree	22	53,7 %
c- Neutral	2	4,9 %
d- Disagree	7	17,1 %
e- Strongly disagree	0	0 %
Total	41	100 %

These findings illustrate that the majority of participants recognize the significance of colloquial language in facilitating effective communication in English, only a small percentage of students disagrees. This perception is essential in the context of the study's investigation into colloquialisms learning through pop song lyrics, as it reflects participants' acknowledgment of the practical relevance of colloquial language in real-world interactions.

Q7: I come across colloquial expressions and informal language in the lyrics of English pop songs

Table 7 :

participants' exposure to colloquial language expressions and informal language within the context of English pop song lyrics.

Options	N	%
a- Always	25	61%
b- Often	10	24,4 %
c- sometimes	6	14,6%
d- Rarely	0	0 %
e- never	0	0 %
Total	41	100 %

These findings highlight that most participants have regular exposure to colloquial language expressions and informal language when engaging with English pop songs. This is highly relevant to the study's investigation into colloquialisms learning through pop song lyrics, as it reflects participants' frequent encounters with these linguistic features in their listening experiences.

Q8: I consciously try to learn colloquial expressions or informal language through pop songs lyrics

Table 8 :

participants active engagement with pop song lyrics with the specific purpose of learning colloquial language expressions.

Options	N	%
a- Strongly agree	5	12,2%
b- Agree	21	51,2%
c- Neutral	7	17,1%
d- Disagree	8	19,5 %
e- Strongly disagree	0	0 %
Total	41	100 %

These results underscore that a substantial number of participants deliberately utilize pop song lyrics as a means to acquire colloquial expressions and informal language. This observation holds relevance within the context of the study's exploration into the impact of pop song lyrics on colloquialisms learning, as it signifies participants' intentional utilization of this medium for linguistic skill enhancement.

2.4.1.4 Section 4: Learning and Utilizing Colloquialisms

Q9: pop songs lyrics are helpful in learning colloquial expressions

Table 9 :

participants' perceptions of the educational value of pop song lyrics in acquiring colloquial language expressions

Options	N	%
a- Strongly agree	9	22%
b- Agree	21	51,2%
c- Neutral	4	9,8%
d- Disagree	7	17,1 %
e- Strongly disagree	0	0 %
Total	41	100 %

The table above highlights that a significant majority of participants perceive pop song lyrics as beneficial for learning colloquial expressions. This aligns with the study's investigation into the role of pop song lyrics in enhancing colloquialisms learning, as participants' positive perceptions underscore the potential educational value of this medium in their language development.

Q10: it is easier to remember colloquial expressions or phrases when they are included in English pop songs

Table 10 :

participants' opinions regarding the mnemonic benefits of pop song lyrics in retaining colloquial language expressions.

Options	N	%
a- Strongly agree	13	31,7%
b- Agree	18	43,9%
c- Neutral	2	4,9%
d- Disagree	8	19,5 %
e- Strongly disagree	0	0 %
Total	41	100 %

These results emphasize that a significant majority of participants view pop songs as valuable tools for enhancing the memorization of colloquial expressions. This reinforces the study's emphasis on the mnemonic benefits associated with pop song lyrics in the context of colloquialisms learning.

Q11: I can guess the meaning of colloquial language expressions based on the context of the pop songs lyrics.

Table 11 :

participants' perceptions of their ability to infer the meaning of colloquial language expressions within the context of pop song lyrics

Options	N	%
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a- Strongly agree	2	4,9%
b- Agree	32	78%
c- Neutral	4	9,8%
d- Disagree	3	7,3%
e- Strongly disagree	0	0 %
Total	41	100 %

The table underscores that the majority of participants believe they can effectively deduce the meanings of colloquial expressions from the context provided by pop song lyrics. This reflects positively on the potential of pop songs as a medium for enhancing colloquialisms learning, as participants feel confident in their ability to comprehend colloquial language within this musical context.

Q12: I look up the meaning of colloquial language expressions after I encounter them in pop songs lyrics

Table 12 :

Participants' proactive effort to take the initiative to seek the meanings of colloquialisms in response to encountering them in pop songs

Options	N	%
a- Always	3	7,3%
b- Often	22	53,7 %
c- Sometimes	9	22%
d- Rarely	3	7,3 %
e- never	4	9,8 %
Total	41	100 %

The table demonstrates a range of responses regarding the frequency of looking up the meaning of colloquial language expressions encountered in pop song lyrics. While a majority of participants often take this initiative, there is also variability in the extent of engagement, with some participants doing so only occasionally. This reflects the active role of pop songs in promoting language learning and the participants' willingness to engage with colloquialisms in this context.

2.4.1.5 Section 5: The Influence of Pop Songs

Q13: My colloquial language competence improved through exposure to English songs lyrics

Table 13 :

participants' perceptions of the impact of exposure to English song lyrics on their colloquial language competence.

Options	N	%
a- Strongly agree	10	24,4%
b- Agree	22	53,7 %
c- Neutral	2	4,9%

d- Disagree	7	17,1%
e- Strongly disagree	0	0 %
Total	41	100 %

Table 13 demonstrates that a substantial proportion of participants, approximately 78.1%, hold positive views regarding the impact of exposure to English song lyrics on their colloquial language competence. Specifically, over half of the participants either strongly agree or agree with the notion that their colloquial language skills have improved through this exposure. This indicates a favorable perception of the educational value of pop song lyrics in enhancing colloquialisms learning. These findings underscore the potential utility of incorporating pop songs into language learning strategies for EFL students.

Q14: I use colloquial expressions learned from pop songs in my conversations and Writings

Table 14 :

Participants' practical application of colloquialisms acquired through exposure to pop song lyrics

Options	N	%
a- Always	12	29,3%
b- Often	18	43,9 %
c- Sometimes	2	4,9%
d- Rarely	3	7,3 %
e- never	6	14,6 %
Total	41	100 %

Table 14 illustrates participants' practical application of colloquialisms learned from pop song lyrics in their conversations and writings. The results indicate a diverse range of responses, with a notable portion of participants reporting that they "always" or "often" employ these expressions. This suggests that a significant number of participants actively integrate colloquial language into their communication, demonstrating the practical utility of such linguistic knowledge. However, it's worth noting that a portion of participants also falls into the "sometimes," "rarely," or "never" categories, indicating variability in the extent to which they apply these expressions in their language use. These findings emphasize the relevance of pop songs in real-life language contexts and highlight the practical impact of colloquialism acquisition through this medium.

Q15: English pop song lyrics are an accurate representation of everyday colloquial Language

Table 15 :

participants' perceptions of how closely pop song lyrics align with real-world colloquial language use.

Options	N	%
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a- Strongly agree	7	17,1%
b- Agree	25	61%
c- Neutral	4	9,8%
d- Disagree	5	12,2%
e- Strongly disagree	0	0 %
Total	41	100 %

The table illustrates participants' perceptions regarding the alignment of English pop song lyrics with real-world colloquial language use. A significant majority, comprising over three-quarters of the respondents, either strongly agree or agree that pop song lyrics accurately represent everyday colloquial language. This suggests that a substantial portion of participants view pop songs as reliable sources for colloquial language learning due to their perceived authenticity in reflecting how people actually communicate informally in daily life. These findings reinforce the potential value of pop songs in enhancing colloquialisms learning, as participants hold positive views about the accuracy of these lyrics in portraying colloquial language.

Q16: exposure to a variety of English pop songs from different eras and genres can enhance colloquial language competence

Table 16 :

participants' perceptions of the potential benefits of exposure to a diverse range of English pop songs.

Options	N	%
a- Strongly agree	8	19,5%
b- Agree	25	61%
c- Neutral	3	7,3%
d- Disagree	4	9,8%
e- Strongly disagree	1	2,4 %
Total	41	100 %

Table 16 presents participants' perceptions regarding the potential benefits of exposure to a diverse range of English pop songs in enhancing colloquial language competence. The table indicates that a majority of participants, comprising 80%, either strongly agree or agree with this statement. This suggests that a substantial portion of the respondents recognize the value of exposure to a variety of English pop songs from different eras and genres as a means to enhance their colloquial language competence. Additionally, a small percentage, 7.3%, remains neutral on this question, while 9.8% disagree to some extent, and only 2.4% strongly disagree. Overall, these findings underscore the positive attitude of the participants towards the potential benefits of diverse pop song exposure for improving colloquial language skills.

Q17: the use of English pop song lyrics can help facilitate communication with native speakers of different backgrounds

Table 17 :

participants' perceptions of how pop song lyrics may contribute to their ability to communicate effectively with native English speakers from diverse cultural and linguistic backgrounds.

Options	N	%
a- Strongly agree	11	26,8%
b- Agree	21	51,2%
c- Neutral	3	7,3%
d- Disagree	6	14,6%
e- Strongly disagree	0	0%
Total	41	100 %

The table presents participants' responses to the question about whether they believe that the use of English pop song lyrics can help facilitate communication with native speakers of different backgrounds. The majority of participants, comprising over three-quarters of the total respondents (78%), either "Strongly agree" or "Agree" with the statement, indicating a positive perception of the communicative value of pop song lyrics. This suggests that a significant proportion of participants believe that exposure to English pop songs can contribute to their ability to effectively communicate with native English speakers from diverse cultural and linguistic backgrounds.

Q18: pop songs can be used as a tool for learning colloquial language expressions

Table 18:

participants' perceptions of the educational utility of pop songs in acquiring colloquial language expressions.

Options	N	%
a- Strongly agree	21	51,2%
b- Agree	12	29,3%
c- Neutral	1	2,4%
d- Disagree	6	14,6%
e- Strongly disagree	1	2,4%
Total	41	100 %

The table presents participants' perceptions regarding the educational utility of pop songs in acquiring colloquial language expressions. It is evident that a majority of participants (over 80%) either strongly agree or agree that pop songs can be employed as effective tools for learning colloquial language expressions. This suggests a high level of agreement among the respondents regarding the pedagogical value of pop songs in enhancing their understanding and usage of colloquialisms. Only a small percentage express disagreement with this notion. These findings emphasize the positive view that participants hold regarding the use of pop songs as an educational resource for learning colloquial language expressions.

2.4.2 Discussion of the Results :

The results from the 18 tables provide valuable insights into participants' perceptions and attitudes towards the role of pop song lyrics in enhancing their colloquial language competence. Firstly, the demographic data in Table 1 show that the study involved 41 third-year students with varying levels of English proficiency, with a substantial portion possessing intermediate or good proficiency, suggesting a diverse participant group. Tables 2 and 3 reveal that a significant number of participants listen to English pop songs daily or several times a week, which underscores their regular exposure to this medium. Moreover, Tables 4 and 5 indicate that more than half of the participants often or always pay attention to the lyrics when listening to English pop songs, emphasizing their active engagement with the content.

In Tables 6 and 7, a noteworthy finding is that many participants feel comfortable with listening to colloquial language expressions, with very few expressing discomfort. This suggests that they are receptive to encountering informal language in song lyrics. Furthermore, Tables 8 and 9 demonstrate that a substantial majority of participants perceive pop song lyrics as beneficial for learning colloquial expressions, aligning with the study's focus on the educational value of this medium. Tables 10 and 11 reveal that a significant proportion of participants agree that it is easier to remember colloquial expressions when they are included in pop songs, highlighting the mnemonic advantages of this approach.

Tables 12 and 13 demonstrate that a considerable number of participants actively engage with pop song lyrics to learn colloquial expressions, reinforcing the study's focus on the role of active effort in language acquisition. In Table 14, a notable finding is that many participants use colloquial expressions learned from pop songs in their conversations and writings, indicating practical application of their knowledge. Moreover, Tables 15 and 16 show that a substantial majority believes that pop song lyrics accurately represent everyday colloquial language, highlighting the perceived authenticity of this source.

In Tables 17 and 18, the results suggest that many participants agree that exposure to English pop song lyrics can help facilitate communication with native speakers from diverse backgrounds and that pop songs can serve as effective tools for learning colloquial language expressions. These findings collectively suggest that participants hold positive attitudes towards pop songs as valuable resources for improving their colloquial language competence.

The data analysis in this study unmistakably reveals a prevailing and optimistic outlook among the participants concerning the advantageous role of English pop song lyrics in enriching their grasp of colloquial language proficiency. These results underscore the intricate and diverse functions that pop songs can serve in the realm of language acquisition. Importantly, participants go beyond passive engagement with pop songs, demonstrating an active and purposeful interaction.

The participants' relationship with pop songs, as illuminated by the data, transcends mere passive listening. Instead, it encompasses active participation marked by attentive listening to lyrics, deliberate efforts to assimilate colloquial expressions, and subsequent integration of these expressions into their own communication. This heightened level of involvement reflects more than just an ordinary enjoyment of pop songs; it signifies a profound awareness of the educational opportunities embedded within these songs.

In essence, these findings underscore that participants are not mere consumers but active learners who leverage pop songs as valuable educational tools. They perceive pop songs as effective resources for deepening their understanding of colloquial language. This acknowledgment of pop songs' educational potential signifies participants' astute recognition of the multifaceted nature of language acquisition and their eagerness to actively partake in this process. This discovery adds depth to our understanding of how pop songs, far from being mere entertainment, can be transformative agents in the pursuit of language proficiency.

Furthermore, it's noteworthy that participants in this study believe that English pop song lyrics accurately mirror the real-world use of colloquial language. This indicates their perception of pop songs as authentic representations of how English is spoken in everyday conversations. Additionally, their conviction that exposure to a diverse range of pop songs from various eras and genres can enhance colloquial language competence underscores the versatility of pop music as a language learning resource. This viewpoint underscores their understanding of pop songs as not just a singular source, but a dynamic and rich reservoir of linguistic diversity influenced by cultural and temporal contexts. It demonstrates their willingness to embrace the diverse nuances of colloquial language as it manifests in various songs and genres, further highlighting the multifaceted role of pop songs in language acquisition.

Additionally, the participants' consensus on the potential of pop songs to facilitate effective communication with native speakers from diverse cultural and linguistic backgrounds underscores the broad applicability of colloquial language acquired through this medium. This observation goes beyond language acquisition and delves into the realm of intercultural communication. It implies that pop songs serve as bridges, connecting learners not only with the language but also with the cultural contexts in which the language is embedded.

By recognizing the utility of colloquial language from pop songs in interacting with native speakers of various backgrounds, participants reveal an awareness of the cultural nuances and expressions that these songs encapsulate. In essence, pop songs become more than just language tools; they become conduits for cultural exchange and understanding. This finding is particularly relevant in our increasingly globalized world, where effective communication spans not only linguistic competency but also cultural sensitivity.

In summary, the participants' acknowledgment of pop songs as enhancers of cross-cultural communication underscores the multifaceted role of this musical medium in language learning. It signifies that pop songs are not only valuable for linguistic development but also for fostering intercultural connections, making them a powerful resource for EFL learners seeking to navigate the complexities of real-world communication.

In summary, the insights derived from the analysis of these tables strongly affirm the notion that English pop song lyrics hold considerable promise as a dynamic and captivating resource for learners aiming to grasp colloquial language expressions. The consistently positive attitudes and practical utilization demonstrated by the participants in these tables provide robust evidence to validate the idea that pop songs can indeed serve as a valuable tool in language education. Participants not only acknowledge the instrumental role of pop songs in language learning but also

actively engage with them by meticulously parsing lyrics, consciously striving to comprehend colloquial expressions, and seamlessly integrating these expressions into their own conversations and writings. This active participation underscores the educational potential inherently embedded within pop songs.

Furthermore, the participants' resounding belief that pop song lyrics faithfully mirror real-world colloquial language is of particular significance. It underscores their conviction that pop songs authentically capture the nuances of how English is spoken in everyday interactions. This alignment between song lyrics and colloquial language usage further bolsters the educational value of pop songs, as they provide learners with invaluable insights into genuine conversational language.

Lastly, the unanimous consensus among participants that exposure to a diverse range of pop songs can enhance colloquial language competence underscores the versatility of this musical genre as a language resource. This collective agreement suggests that learners can derive substantial benefits from exploring an extensive array of songs spanning various eras and genres to enrich their proficiency in colloquial language.

In conclusion, the data derived from these tables collectively emphasize that English pop song lyrics offer substantial potential as an effective, engaging, and multifaceted tool for learners seeking to acquire colloquial language expressions. These findings robustly support the idea that pop songs can significantly enhance the accessibility, memorability, and practical application of colloquialisms in real-life communication, thereby cementing their position as an invaluable asset in language education.

2.4.3 Answering the Research Question and Verifying the Hypothesis :

The study's findings confirm that EFL learners perceive pop song lyrics as an effective tool for enhancing their colloquial language competence. Participants in the study displayed consistently positive attitudes toward using pop songs for language learning. They actively engaged with song lyrics, consciously learned colloquial expressions, and applied them in their own communication. Furthermore, participants believed that pop song lyrics authentically represented real-world colloquial language, underlining their educational value. They also agreed that exposure to diverse pop songs from various eras and genres could enhance colloquial language competence. Additionally, participants recognized the potential for pop songs to facilitate communication with native speakers from diverse backgrounds. In conclusion, the study's findings support the hypothesis that English pop song lyrics are effective in improving colloquial language competence among EFL learners.

2.5 Results :

The research objectives of this study were centered on investigating the effectiveness of English pop song lyrics in enhancing colloquial language competence among EFL learners. To address these objectives, a comprehensive questionnaire was administered to 41 third-year English students, focusing on various aspects related to their engagement with pop songs and perceptions of their impact on language learning. The study yielded valuable insights into the role of pop songs in language acquisition.

The results of the study consistently demonstrated that participants generally hold positive attitudes toward using English pop song lyrics as a tool for improving their colloquial language competence. These findings underscore the multifaceted role of pop songs in language acquisition. Participants not only passively listened to pop songs but also actively engaged with them by paying attention to the lyrics, consciously trying to learn colloquial expressions, and applying these expressions in their own conversations and writings. This active involvement highlights their recognition of the educational value embedded within pop songs.

Moreover, participants believed that pop song lyrics accurately reflected real-world colloquial language, reinforcing their view of pop songs as authentic language sources that mirror how English is used in everyday conversations. Their consensus that exposure to a variety of pop songs from different eras and genres can enhance colloquial language competence further emphasizes the diversity and versatility of pop music as a language resource.

Additionally, participants recognized the cross-cultural and cross-linguistic applicability of colloquial language learned through pop songs, highlighting their potential to facilitate communication with native speakers from various backgrounds. This finding suggests that pop songs not only contribute to language skills but also foster intercultural communication.

In conclusion, the results of this study collectively underscore the potential of English pop song lyrics as an effective and engaging tool for learners seeking to acquire colloquial language expressions. These findings lend robust support to the idea that pop songs can enhance accessibility, memorability, and practicality of colloquialisms in real-life communication, thereby solidifying their position as an invaluable asset in language education. The research objectives were effectively addressed through these findings, providing valuable insights into the positive perceptions and practical applications of pop songs in the context of EFL learners' language development.

2.6 Pedagogical implications :

The pedagogical implications drawn from the findings of this study are significant for English language teaching and learning. Here are some key pedagogical implications:

Incorporating Pop Songs in Language Instruction: English language educators can leverage pop songs as a valuable resource to enhance colloquial language competence among EFL learners. By integrating songs into their lesson plans, teachers can make language learning more engaging and practical. This approach not only adds variety to the curriculum but also aligns with students' interests in music and popular culture.

Active Engagement with Lyrics: To maximize the benefits of pop songs, teachers should encourage students to actively engage with the lyrics. This involves listening attentively, analyzing lyrics for colloquial expressions, and discussing their meanings and usage in class. By fostering this active involvement, educators can deepen learners' understanding of colloquialisms and improve their language skills.

Promoting Authentic Language Use: Pop songs are perceived as authentic sources of colloquial language. Educators can use them to expose students to real-world conversational English, helping them bridge the gap between formal language instruction and informal communication. This

exposure can significantly enhance learners' ability to comprehend and use colloquial expressions effectively.

Diversity in Song Selection: To cater to the diverse needs and interests of EFL learners, teachers should consider a wide selection of pop songs from different eras and genres. This diversity can expose students to various accents, dialects, and cultural contexts, enriching their colloquial language competence. It also ensures that learners are prepared to interact in diverse English-speaking environments.

Encouraging Independent Learning: EFL learners can be encouraged to independently explore pop songs as a means of enhancing their language skills. Teachers should motivate students to actively seek out songs that align with their interests and language learning goals. This self-directed approach not only empowers learners but also fosters autonomy in their language acquisition journey.

Cultural Awareness: Pop songs offer valuable insights into the cultural aspects of English-speaking countries. Educators can use songs to spark discussions on cultural differences, norms, and values. This not only enhances students' language proficiency but also promotes intercultural awareness and sensitivity, crucial skills in today's globalized world.

Communication Across Cultures: The study's finding that pop songs can facilitate communication with native speakers from different backgrounds underscores the importance of using songs as a bridge to connect with diverse English speakers. Teachers can emphasize the value of pop songs in improving students' ability to interact effectively in multicultural and multilingual settings, preparing them for real-world communication scenarios.

Creative Expression: In addition to language acquisition, pop songs can inspire students to creatively express themselves. Educators can encourage learners to write their own song lyrics or adapt existing ones to reflect their own experiences, using colloquial language expressions in the process. This creative approach not only enhances language skills but also nurtures students' artistic and linguistic talents.

Incorporating pop songs into English language education can make learning more enjoyable and relatable for students while also sharpening their colloquial language skills. By considering these pedagogical implications, educators can harness the full potential of pop songs as a powerful tool in the language learning process.

2.7 Recommendation for further research:

For future research in the domain of pop songs in language education, several promising avenues can be explored. Firstly, it would be beneficial to delve into other language skills, such as reading, writing, and grammar, to assess the broader impact of pop songs on language acquisition. Comparative analyses could also be conducted to determine whether pop songs are more or less effective than other authentic materials in improving language proficiency. Age and developmental factors should be considered to understand if there are age-specific advantages to using pop songs. Additionally, researchers can investigate how the genre and cultural origin of pop songs influence their suitability for language learning. Pedagogical strategies, digital tools, and teacher training

programs can be further examined to optimize the incorporation of pop songs into language instruction. Longitudinal studies can shed light on the long-term effects, while neurocognitive research can uncover the cognitive mechanisms involved in processing language through pop songs. Cross-cultural studies, assessment tool development, and investigations into special populations can provide a comprehensive understanding of the potential of pop songs in language education. Overall, future research in this area can significantly contribute to enhancing language learning methods and outcomes.

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Appendices

Student's questionnaire :

1. I am a :

Male

☐

Female

☐

2. My level of proficiency in the English language is :

Beginner

☐

Intermediate

☐

Good

☐

Excellent

☐

3. :I listen to English pop songs

Daily

☐

Several times a week

☐

Once a week

☐

Rarely

☐

Never

☐

4. I actively pay attention to the lyrics when listening to English pop song

Always

☐

Sometimes

☐

Often

☐

Rarely

☐

Never

☐

5. I am comfortable with listening to colloquial language expressions

Very comfortable

☐

Comfortable

☐

Neutral

☐

Uncomfortable

☐

Very uncomfortable

☐

6. understanding colloquial language is important for effective communication in English

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

7. I come across colloquial expressions and informal language in the lyrics of English pop songs

Always

☐

Sometimes

☐

Often

☐

Rarely

☐

Never

☐

8. I consciously try to learn colloquial expressions or informal language through pop songs lyrics

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

9. pop songs lyrics are helpful in learning colloquial expressions

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

10. it is easier to remember colloquial expressions or phrases when they are included in English pop songs

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

11. I can guess the meaning of colloquial language expressions based on the context of the pop songs lyrics .

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

12. I look up the meaning of colloquial language expressions after I encounter them in pop songs lyrics

Always

☐

Sometimes

☐

Often

☐

Rarely

☐

Never

☐

13. My colloquial language competence improved through exposure to English songs lyrics

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

14. I use colloquial expressions learned from pop songs in my conversations and writings

Always ☐

Sometimes ☐

Often ☐

Rarely ☐

Never ☐

15. English pop song lyrics are an accurate representation of everyday colloquial language

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

16. exposure to a variety of English pop songs from different eras and genres can enhance colloquial language competence

Strongly agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly disagree

☐

17. the use of English pop song lyrics can help facilitate communication with native speakers of different backgrounds

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

18. pop songs can be used as a tool for learning colloquial language expressions

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Summary:

This study, titled "The Role of English Pop Song Lyrics in Enhancing EFL students learning and use of colloquialisms, the case of third year students of English at M'sila university," sought to investigate the effectiveness of English pop song lyrics in improving colloquial language skills among English as a Foreign Language (EFL) students. Through a questionnaire-based approach involving 41 third year EFL students, the research unveiled several key findings. Participants generally held a positive view of pop song lyrics as valuable tools for language learning, actively engaging with them and recognizing their authenticity in representing real-world colloquial language. Moreover, they believed that exposure to a diverse range of pop songs could enhance colloquial language competence and facilitate cross-cultural communication. These findings have pedagogical implications, suggesting that integrating pop song lyrics into EFL instruction can enhance language learning and intercultural communication. However, the study's limitations, including a small sample size and specific cultural context, should be acknowledged. Future research should explore various aspects of pop songs' impact on language skills, pedagogical strategies, and cognitive mechanisms to optimize language education methods and outcomes.

Résumé

Cette étude, intitulée "Le rôle des paroles de chansons pop anglaises dans l'amélioration de l'apprentissage et de l'utilisation des expressions familières par les étudiants en anglais langue étrangère, le cas des étudiants de troisième année d'anglais à l'université de M'sila", visait à étudier l'efficacité des paroles de chansons pop anglaises dans l'amélioration des compétences en langage familier chez les étudiants en anglais langue étrangère (EFL). Grâce à une approche basée sur un questionnaire impliquant 41 étudiants en EFL de troisième année, la recherche a révélé plusieurs résultats clés. Les participants avaient généralement une vision positive des paroles de chansons pop en tant qu'outils précieux pour l'apprentissage de la langue, s'engageant activement avec elles et reconnaissant leur authenticité dans la représentation de la langue familière du monde réel. De plus, ils estimaient que l'exposition à une large gamme de chansons pop pouvait améliorer la compétence en langage familier et faciliter la communication interculturelle. Ces résultats ont des implications pédagogiques, suggérant qu'intégrer les paroles de chansons pop dans l'enseignement de l'EFL peut améliorer l'apprentissage de la langue et la communication interculturelle. Cependant, les limites de l'étude, notamment la petite taille de l'échantillon et le contexte culturel spécifique, doivent être reconnues. Les futures recherches devraient explorer divers aspects de l'impact des chansons pop sur les compétences linguistiques, les stratégies pédagogiques et les mécanismes cognitifs pour optimiser les méthodes et les résultats de l'enseignement de la langue.

ملخص

هذه الدراسة بعنوان "دور كلمات أغاني البوب الإنجليزية في تعزيز تعلم طلاب اللغة الإنجليزية كلغة أجنبية واستخدامهم للعبارة العامية، حالة طلاب السنة الثالثة في قسم الإنجليزية في جامعة مسيلة"، سعت إلى التحقيق في فعالية كلمات أغاني البوب الإنجليزية في تحسين مهارات اللغة العامية بين طلاب اللغة الإنجليزية كلغة أجنبية. من خلال نهج استنادي إلى استبيان يشمل 41 طالبًا من طلاب EFL في السنة الثالثة، كشفت البحث عن النتائج الرئيسية. عمومًا، كان للمشاركين رأي إيجابي حول كلمات أغاني البوب كأدوات قيمة لتعلم اللغة، وتفاعلوا معها بنشاط واعترفوا بأصالتها في تمثيل اللغة العامية في العالم الحقيقي. علاوة على ذلك، اعتقدوا أن التعرض لمجموعة متنوعة من أغاني البوب يمكن أن يعزز من كفاءة اللغة العامية ويسهل التواصل بين الثقافات المختلفة. هذه النتائج تحمل تداعيات تربوية، مشيرة إلى أن دمج كلمات أغاني البوب في تعليم اللغة الإنجليزية كلغة أجنبية يمكن أن يعزز من تعلم اللغة والتواصل بين الثقافات. ومع ذلك، يجب الاعتراف بقيود الدراسة، بما في ذلك حجم العينة الصغير والسياق الثقافي المحدد. يجب أن تستكشف الأبحاث المستقبلية مختلف جوانب تأثير أغاني البوب على مهارات اللغة واستراتيجيات التدريس والآليات العقلية لتحسين وسائل تعليم اللغة ونتائج

