

The Use of Songs, Lyrics and Poetry in EFL Teaching and in SLA: Students' and Teachers' Views

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Abstract: This paper presents results of a study which assessed students' and teachers' views on the use of songs, lyrics and poetry in foreign language teaching. Previous studies have shown that these media can help learners improve English language skills irrespective of age; however, in Greece, no relevant studies have been conducted. This study focuses on Greek learners of English, between 8 and 17 years old, and English language teachers. Data were collected through questionnaires which were disseminated both digitally and in person. They examined whether songs, lyrics and poetry can improve English language skills, whether age plays a role in learning via these means, the possible factors that could encourage or discourage teachers from using them and whether teaching experience would influence their use. The findings revealed that these means could help learners acquire foreign language skills and that they are more widely used by less experienced teachers.

Keywords: poems, songs and lyrics, music, EFL, second language acquisition

1. Introduction

“I would teach children music, physics and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning” - Plato

Music is an element that people encounter every day in their lives, whether they are out on the street, in a store or when they watch television. People might start singing at any time and for no reason at all. Sometimes they might even use music in order to escape reality and heal or express their soul and emotions (Salcedo, 2010) and might even recall a happy moment when hearing a specific song. Generally, music is an element that comes to people naturally. A reason why this might be happening, is that music is part of almost every culture, with its own meaning and effect on each individual.

In order to better comprehend the use and the importance of music in people's lives, and by extension in language teaching and learning, first one needs to explore its definition. Based on various dictionary entries, music is defined as a composition of arranged tones and sounds that has structure and continuity (Oxford Advance Learner's Dictionary, 2010, Webster's Dictionary, 2008). Music can be found in different forms, such as instrumental and vocal. But, when people think about music they immediately think about songs, which are musical pieces written for the voice including words, also known as lyrics. Research has shown that lyrics play a significant role in music and songs, as well as in poetry, which consists of language that is separated into lines, while using various linguistic devices (Fabb, 2015; Maley and Moulding, 1985). What all these have in common are the use of rhythm, rhyme, stress, tone, pauses, volume and meter, which make them memorable and easy to recall (Chan & Fang, n.d.; Fabb, 2015; Holmes & Moulton, 2001; Vinyets, 2013).

The importance of songs, lyrics and poetry is rooted in Ancient Greek education, as it always included music and art. In fact, a lot of ancient Greek philosophers combined their education and the education of children with music and art. As Plato mentions, the tools and keys of learning and teaching are music and art that aid all other subjects. Previous studies have identified a number of benefits that can emanate from the use of music – songs and lyrics – and poetry in terms of improving both productive and receptive skills as well as sub-skills (Lee & Lin, 2015; Mittal, 2014; Stampoulidis, 2015). In a Spanish study by Ulate (2007) it is shown that pronunciation can be significantly enhanced, as the above means provide the context to teach and learn pronunciation aspects (e.g. connected speech phenomena, vowel/consonant contrasts) naturally. Research has also provided evidence for the facilitative role of the use of songs, lyrics and poetry in developing further the so-called 21st century skills, such as critical thinking and creativity (Vinyets, 2013; Yilmaz & Seker, 2014). Additionally, the significance of songs, lyrics and poetry lies in the fact that they

promote memorisation and recall of language patterns more easily. Especially through poetry, which includes a lot of alliterations (i.e. phonemic repetition), students' memorisation of vocabulary, short lexical chunks, and syntactical patterns can be greatly boosted. By and large, melody, rhythm and phonemic repetition have been shown to exert considerable mnemonic effects on L2 acquisition (Lindstromberg & Boers, 2008; Medina, 1993; Siguroardottir, 2012; Yamouk & Yamouk, 2012).

Another important aspect of the aforementioned means is their multidimensional nature. Songs, lyrics and poetry are rich in content, rendering them flexible to be implemented across levels and age groups and providing learners with ample exposure to meaningful and authentic use of the target language (Farmand & Pourgharib, 2013; Titus, 2017; Ulate, 2007). On account of this nature, students can be more easily engaged in language learning and increase their motivation (both intrinsic and extrinsic) through interesting and enjoyable activities (Holmes & Moulton, 2001; Kellem, 2009; Rosova, 2007). Similarly, it is claimed that songs, lyrics and poetry can decrease levels of anxiety and stress. According to Krashen's Affective Filter Hypothesis as expressed in his Monitor Model (Gass, Behney & Plonsky, 2013), apart from comprehensible input, low affective filter is equally essential and necessary for acquisition to take place. Balancing mental, physical and emotional rhythms can help learners to focus more on large amounts of content information and process it easier. Therefore, the implementation of these means in class can provide a more relaxed, familiar, calm, enjoyable and friendly teaching and learning environment while simultaneously assisting the acquisition of new language and boosting learners' linguistic skills and confidence (Farmand & Pourgharib, 2013; Ulate, 2007).

Despite those benefits, some educators evade the use of songs, lyrics and poetry as a tool of teaching and learning, due to their personal belief that these means are only used for entertainment purposes and may cause a distracting racket inside the classroom, which in turn would lead the students not to pay attention. Also, the avoidance of such means in the teaching and learning process may be due to the lack of knowledge some teachers may have regarding their proper use (Fabon, 2013; Segal, 2014).

To our knowledge, in Greece, no prior research has been conducted on the use and effectiveness of songs, lyrics and poetry in an EFL context. In a study by Sougari and Sifakis (2010), it is shown that apart from the materials (e.g. songs) found in the coursebooks, experienced and older teachers tend to use supplementary resources in general; yet, the degree and frequency of that use has not been defined.

Taking into account all of the above, this research aims at exploring Greek students' and teachers' views on the use of songs, lyrics and poetry in foreign language learning and teaching and in second language acquisition. Their views are expected to shed light on whether or not these means need to be an indispensable part of the language learning and teaching process, and hence of the syllabus, and offer a clearer understanding of the students' and educators' beliefs on the use of these means inside the classroom. Hopefully this research will provide new ideas and new perspectives in the field of English Language Teaching (ELT) and possibly motivate and inspire teachers to alter or enrich their teaching methods and techniques.

To this aim, the present study posits four research questions: a) Which skills and/or sub-skills are facilitated through the use of songs, lyrics and poetry in language teaching?, b) Given that age is one significant factor when learning a language, do songs, lyrics and poetry affect the language learning process depending on the learners' age?, c) What are the possible factors that would encourage or discourage teachers to use songs, lyrics and poetry in a foreign language teaching environment?, and d) Do the years of teaching experience determine the use of songs, lyrics and poetry in the EFL classroom?

Following the above questions, our assumptions are that (a) songs, lyrics and poetry can help students improve their vocabulary and pronunciation; (b) these means help, mainly, younger learners to learn faster and more efficiently, compared to teenagers; (c) teachers like using songs, lyrics and poetry in teaching English as a FL, as it boosts creativity and facilitates FL acquisition. Yet, the lack of teaching time and the instructed material to be covered discourage their use; and (d) more experienced teachers use songs, lyrics and poetry more when they teach English, compared to less experienced ones.

2. Methodology

2.1 Participants

Both students and teachers participated in this research, in order to have a better understanding of both sides concerning this specific topic. In more detail, as far as the students are concerned, we were able to recruit 177 students overall, yet 60 were analysed. The participants' ages ranged from 8 to 17 years old, and attended private schools in Thessaloniki, Greece. Concerning their level of education, they were divided as follows: from the primary level, 21 students came from the 3rd grade, 24 from the 4th grade, 40 from the 5th grade, and 32 from the 6th grade. As for the secondary level, 17 came from the 7th grade, 19 from the 8th grade, 21 from the 9th grade, 1 from the 10th grade, 1 from the 11th grade and 1 from the 12th grade. It is worth pointing out that a relatively equal balance was achieved in terms of gender, as 52% of the students were males and 48% were females. As regards their proficiency, 31% were of a B2 level, while the rest of them ranged from A1 to C2 level and a small percentage (7%) comprised of bilingual students.

Pertaining to the teachers, 71 Greek teachers of English were recruited, but 60 were analysed. 87% were females, while 13% were males, which is a typical sample and pattern of the Greek educational system (Sougari & Sifakis, 2010). Most of the participants belonged to the 30-39 age group (34%), while the rest were distributed as follows: 23% (18-29), 27% (40-49), 13% (50-59) and 3% (60-67). In terms of employment, 31 teachers reported working in private schools and 40 working in private foreign language institutes. However, for the purposes of this research, an equal number of participants of both types of the private sector was chosen. When it comes to the educational background of the teachers, it was noticeable that most of them were MA holders with 45% and BA holders with 40%. The rest 15% was distributed along these lines: 5% were holding a Diploma, 7% were holding a PhD title and 3% were holding a different certificate and/or degree. Finally, as for the respondents' teaching experience, the majority of the English teachers had 6-15 years (41%) followed by those with more than 25 years of experience (22%), 16-25 years of teaching (20%) and 0-5 years of experience (17%). It is worth mentioning that the teachers came from various parts of Greece, thus obtaining a more holistic overview of their perspectives.

2.2 Materials and procedures

Following the line of similar studies in various countries (Jurisevic & Pizon, 2013; Sifakis, 2011), data collection for the current study was realised through the use of questionnaires. This type of instrument (indicative of quantitative research methods) was selected on the grounds that it is rigorous, methodical, controlled and consistent. Also, its completion is faster and easier for the participants, compared to other qualitative more time-consuming methods (Dörnyei, 2007).

As far as the students are concerned, the questionnaires were translated in Greek, as the goal was to investigate their perspectives regarding the use of songs, lyrics and poetry in the English class and not to test their competence, and were collected face-to-face during school hours in the school premises. Pertaining to teachers' data, their collection was obtained either in person or online using a Google form disseminated via emails, Facebook groups and personal contacts. The questionnaires consisted of multiple choice questions following the Likert scale, addressing students' and teachers' personal information as well as their beliefs, views and opinions on the topic in question.

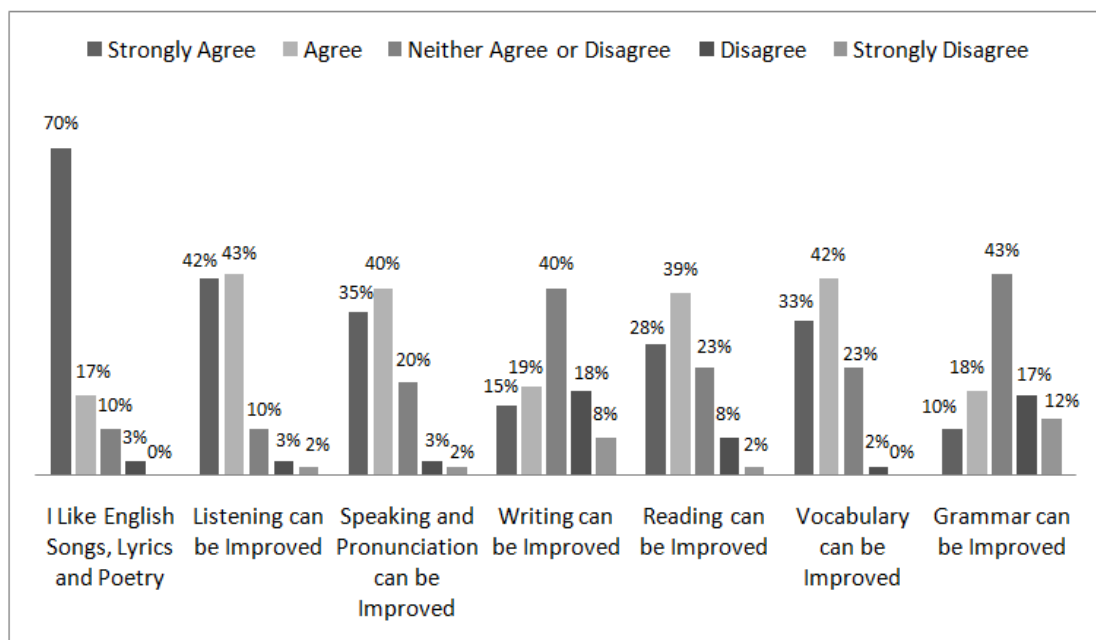
It is of critical importance to highlight that all the materials and procedures were ethically approved by the University of Sheffield Ethics Committee before the commencement of the study. As such, all the participants along with the principals of both schools and the students' parents were informed regarding the aims and scope of the research through an information sheet and were asked to provide their consent in order to proceed with the collection of the data.

Finally, all the data were analysed statistically via the use of SPSS. More specifically, apart from frequencies, the tests employed were correlation and chi-square ones, so as to investigate the relationships between the various variables.

3. Results and Discussion

Figure 1 presents students' perspectives on the use of songs, lyrics and poetry in English language teaching. As it can be noticed, the majority of the students appear to generally like these means and believe that listening, speaking and vocabulary can be facilitated through their use.

Figure 1. Students' perspectives on the use of songs, lyrics and poetry in English language teaching.



However, when a correlation test was conducted in order to examine the relationship between songs, lyrics and poetry and skills/sub-skills, no statistical significance was noticed (see Table 1).

Table 1. Students' views on the enhancement of skills / sub-skills

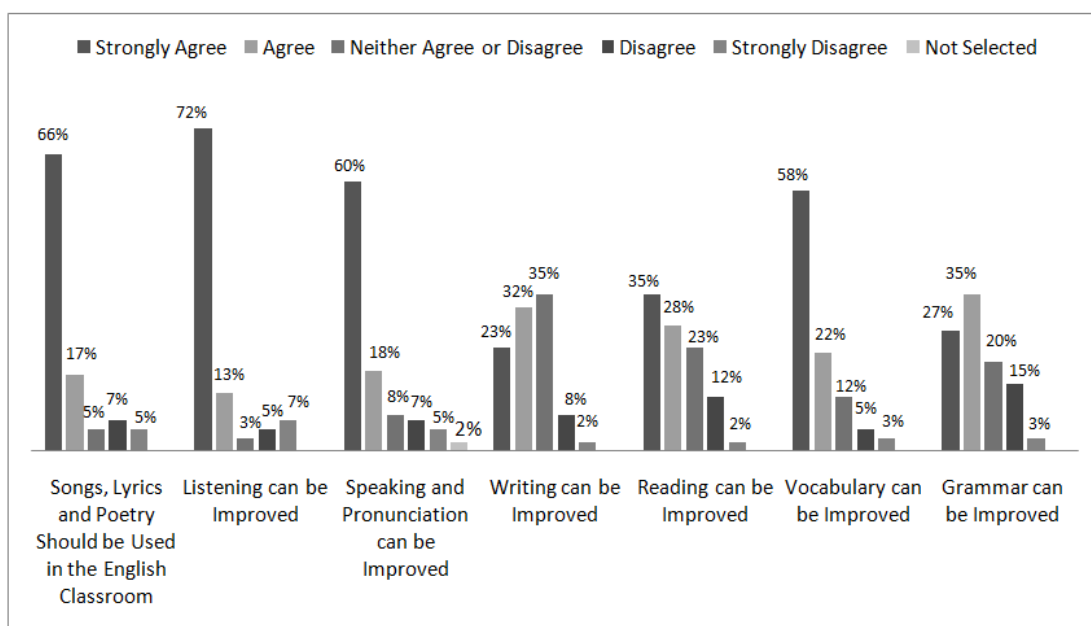
	Pearson Correlation	sig (p-value)
Listening can be Improved	,009 (calculated as -,009)	,943
Speaking & Pronunciation can be Improved	,225	,084
Writing can be Improved	,105	,426
Reading can be Improved	,070	,595
Vocabulary can be Improved	,231	,075
Grammar can be Improved	,048	,718

Note: *Correlation is significant when p-value <0,05

**Correlation is significant when p-value <0,01

On a similar note, the majority of Greek EFL teachers agree with students on the enhancement of listening, speaking and vocabulary through these means and they also believe that songs, lyrics and poetry should be included more in the teaching and learning process. An overview of their views is illustrated in the following figure.

Figure 2. Teachers' perspectives on the use of songs, lyrics and poetry in English language teaching.



In order to explore deeper the relationship between songs, lyrics and poetry and skills/sub-skills, a correlation test was employed again, which revealed statistically significant differences for all the skills and sub-skills in question, as shown in Table 2.

Table 2. Teachers' views on the enhancement of skills / sub-skills

	Pearson Correlation	sig (p-value)
Listening can be Improved	,885	,000**
Speaking & Pronunciation can be Improved	,833	,000**
Writing can be Improved	,559	,000**
Reading can be Improved	,634	,000**
Vocabulary can be Improved	,814	,000**
Grammar can be Improved	,461	,000**

Note: *Correlation is significant when p-value <0,05

**Correlation is significant when p-value <0,01

Examination of the data shows that our initial hypothesis that songs, lyrics and poetry can boost learners' vocabulary and pronunciation, is confirmed and is in line with current literature. Research has proved that alliterations, namely, phonemic repetitions, that are included in those means and especially poetry, can exert substantial mnemonic effects on learners, which can help them memorise and recall lexical chunks and phonemic contrasts easier, thus, facilitating the learning process (Lindstromberg & Boers, 2008; Medina, 1993; Siguroardottir, 2012; Yamouk & Yamouk, 2012). What is more, the importance of the previous results lies in the fact that the initial hypothesis is further enriched, as all aspects of language are believed to be facilitated. A possible explanation to account for this view could be the multifaceted nature of the above means, as they provide diverse and rich material that can be implemented across all ages and levels; therefore, developing and ultimately acquiring the new language holistically, even in an EFL context (Farmand & Pourgharib, 2013; Titus, 2017; Ulate, 2007).

Given the interdependent relationship between teachers and students, a comparison of their perspectives was deemed necessary. To this end, a chi-square test was used. Table 3 provides an overview of their opinions regarding the improvement of language skills and sub-skills.

Table 3. Enhancement of skills and sub-skills – Students' vs. Teachers' views

	value	sig (p-value)
Listening can be Improved	18,294	,000*
Speaking & Pronunciation can be Improved	13,317	,006
Writing can be Improved	8,337	,079
Reading can be Improved	1,654	,831
Vocabulary can be Improved	13,214	,005*
Grammar can be Improved	15,659	,002*

Note: *Correlation is significant when p-value <0,05

As it can be observed, statistically significant differences are revealed for all skills but two (i.e. reading and writing). A deeper examination of the data showed that both parties support that listening, speaking and vocabulary are the skills that are mostly improved. However, in

terms of grammar, only teachers believe that it can be enhanced. In order to account for this finding, we need to consider that teachers and generally educators are more informed and knowledgeable than learners regarding teaching and relevant methodology, which gives them the privilege to evaluate better and more critically the material they are exposed to and use it accordingly (Harmer, 2007 & 2015).

As regards the second research question, age is shown to play partly a role in the language learning process. More specifically, there seems to be a tentative advantage of teenagers in terms of their vocabulary and grammar skills, which seem to be more facilitated compared to those of younger ones when songs, lyrics and poetry are used to teach English (see Table 4).

Table 4. Students' age and enhancement of skills/sub-skills

	Pearson Correlation	sig (p-value)
Learning is more Interesting & Fun	-,007	,957
Listening can be Improved	,030	,819
Speaking & Pronunciation can be Improved	-,001	,993
Writing can be Improved	-,011	,933
Reading can be Improved	,239	,065
Vocabulary can be Improved	,267	,039*
Grammar can be Improved	,344	,007**
Help with Learning English Better, Faster & Easier	,096	,466

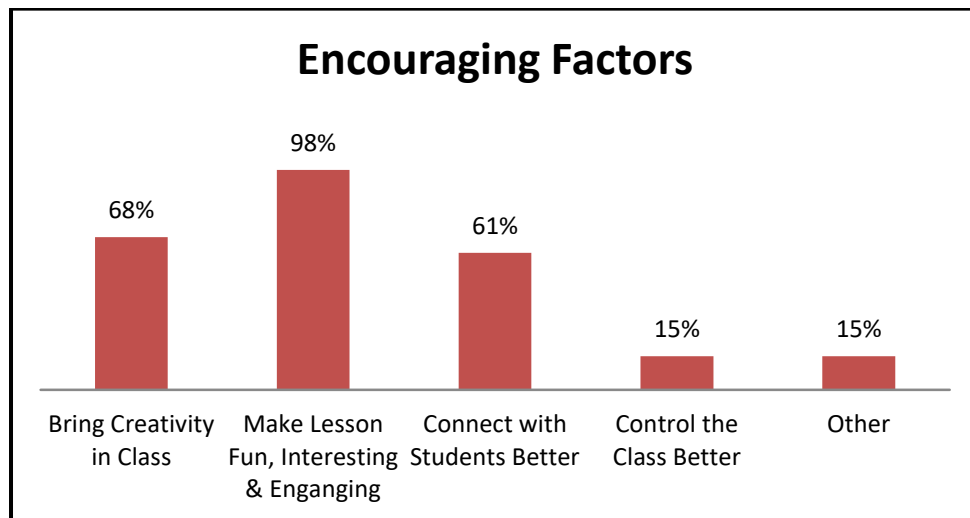
Note: *Correlation is significant when p-value <0,05

**Correlation is significant when p-value <0,01

Even though this finding is partly in contrast with previous research, which supports that all students of various age groups can be benefited from the aforementioned means (Jurisevic & Pizorn, 2013; Le, 1999; Li & Brand, 2009), this tentative advantage of adolescents could be attributed to their more advanced cognitive level; as learners grow into adulthood, their analytical skills become more advanced and hence they rely more on them to process complex patterns in the FL and apply explicit knowledge consciously (Muñoz, 2008). Another reason for this tentative advantage could be that teenagers have more experience with the target language in contrast to younger learners (García Mayo, 2003); for example, in this research, on average, adolescents had 8-10 years of experience with English, while younger students had 3-7 years of experience with the language when the questionnaires were collected. Adding to the previous reason, older learners are exposed more to the target language through various means (e.g. Facebook, Twitter, YouTube) which give them the advantage to be even more in contact with the foreign language, especially in terms of vocabulary learning (Sim & Pop, 2014).

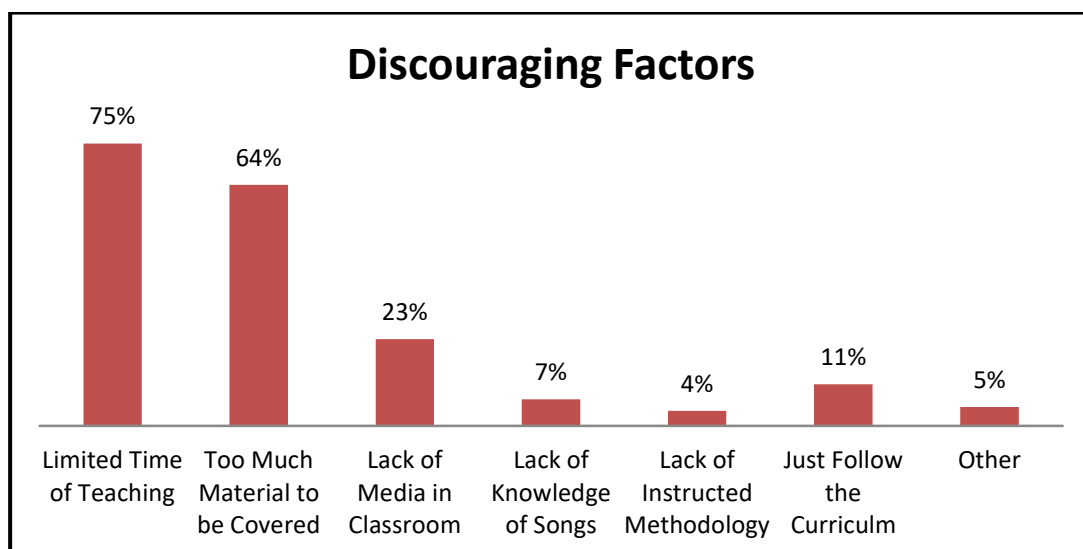
The third research question concerns the encouraging and discouraging factors on the part of the teachers for using songs, lyrics and poetry during their instruction time. The following two figures provide the reasons for which teachers would consider using those means in the Greek EFL classroom (see Figure 3) and the reasons why they would not do so (see Figure 4).

Figure 3: Encouraging factors for using songs, lyrics and poetry in the Greek EFL context



As it can be noticed, and in accordance with our hypothesis, the three major reasons for using these creative means in class are to make the lesson more fun, interesting and engaging (98%) which in turn can bring creativity in class (68%) and help teachers build and sustain a good rapport with their students (61%). It is known that songs, lyrics and poetry play a major role in teaching and learning, as they can be used to bring creativity and imagination into the classroom, inspire and motivate students, thus leading to a fun and engaging environment, while simultaneously creating a bond both with the teacher and other classmates (Jurisevic and Pizorn, 2013; Kellem, 2009, Mittal, 2014; Panavelil, 2011; Stampoulidis, 2014; Yilmaz and Seker, 2014; Ziegler, n.d.). Especially with reference to rapport, according to previous research, songs, lyrics and poetry have been found to have an impact on all students, but mostly on those who are characterized as introverted, as they can express themselves with more ease (Lee & Lin, 2015; Ornerova, 2009; Zybert & Stepien, 2009). In addition, all the above constitute characteristics of a good teacher, which according to Harmer (2015), include being resourceful and bringing it into the classroom, building good rapport with his/her students, knowing thoroughly and in depth the subject s/he teaches, motivating and inspiring the students and possessing very good and effective classroom management skills.

Figure 4: Discouraging factors for using songs, lyrics and poetry in the Greek EFL context



On the other hand, it can be seen, that the discouraging factors for avoiding the use of songs, lyrics and poetry in class is the limited time of teaching (75%) and the amount of material that has to be covered during the whole year (64%). Prior research in Greece has shown that there are critical differences between the public and private sectors as regards the teaching of English; one of them is the amount of exposure and number of contact hours with the foreign language, which is greater and higher in the private sector as well as the extensive and intensive exam oriented nature of the courses offered there (Angouri, Mattheoudakis & Zigrika, 2010; Mattheoudakis & Nicolaidis, 2005). Nonetheless, it seems that even more hours do not allow Greek teachers of English to use songs, lyrics and poetry in their teaching, while the extreme focus and extensive training on various examinations, do not let teachers be more flexible with the material to be used.

In order to address the final research question of the present study, a correlation test was employed to investigate the relationship between years of teaching experience and the use of songs, lyrics and poetry in teaching English.

Table 5. Years of teaching experience vs. use of songs, lyrics and poetry

	Pearson Correlation	sig (p-value)
Like Using	-,065	,623
Always Use	-,332	,010**
Often Use	-,207	,118
Sometimes Use	,020	,879
Never Use	-,062	,640

Note: *Correlation is significant when p-value <0,05

**Correlation is significant when p-value <0,01

It can be observed that more experienced teachers want to “always” use songs, lyrics and poetry in their class, yet they do not actually do it which is shown through the negative correlation (see Table 5). A deeper analysis of the data revealed that the factors that discourage them to implement these means in their teaching are the limited time of instruction and the amount of material to be covered. This finding seems to come partly in contrast with previous research conducted in Greece, which supports that less experienced teachers use less materials than more experienced ones (Sougari and Sifakis, 2010). However, the former try to incorporate cultural and social (lifestyle) aspects in their teaching outside of the British and/or American society (Sougari and Sifakis, 2010). Considering the outcome of the present study and comparing it with previous research conducted, it can be said that although there is a discrepancy in the belief of the amount of materials used by more experienced and less experienced teachers, educators, in general and irrespective of teaching experience, will always try to integrate other aspects and means in teaching English and enrich their instruction in a variety of ways, ranging from having more materials, teaching the culture and social (lifestyle) aspects of other English native countries, to using electronic devices, websites, CDs, podcasts and social media amongst others (Harmer, 2007; Sougari and Sifakis, 2010).

4. Concluding remarks and implications

The present study aimed at investigating the students' and teachers' opinions on the use of song, lyrics and poetry in the Greek EFL classroom. Our findings revealed that vocabulary and pronunciation are the skills believed to be mostly facilitated via the above means, without excluding and minimising their positive effect on other aspects of the language as a whole. Furthermore, data analysis showed that the use of songs, lyrics and poetry provide a tentative advantage to adolescents in terms of developing specific skills/sub-skills (grammar and vocabulary) compared to younger learners. Of course this finding does not imply that the latter are not benefited, but rather constitutes a point for further research. Additionally, the current study provided evidence that the encouraging factors for using songs, lyrics and poetry in class are creativity and the fact that it makes the lesson more fun, interesting and engaging, while the discouraging factors are limited time of teaching and the amount of materials to be taught. Finally, it was shown that more experienced teachers use less materials, including songs, lyrics and poetry, than they would want to.

All the aforementioned findings constitute a significant contribution to the existing literature but most importantly they provide educational institutions with reasons to start using songs, lyrics and poetry to teach English and, perhaps, organize the syllabus in a way that the elements of music and poetry are used for purposes other than entertainment. Teachers will also benefit, as they will know the advantages and disadvantages of using songs, lyrics and poetry in the English class. As such, they can supplement or alter their teaching materials (e.g. enriching the current coursebooks or create specific materials and coursebooks for the indented use) and find alternative and more creative ways to promote language learning and teaching.

Just like any other research, this one has also faced certain limitations. Firstly, this study did not examine students attending the first and second grade of elementary school, as it was thought that the questionnaires would be difficult for them to complete, even though they were in their native language. Also, the present study examined participants from the private sector only, as there was limited time available to conduct the research in public schools and official permit from the Ministry of Education would be rather time-consuming.

A final note concerns a number of suggestions for future research that could shed light on the effectiveness of the use of songs, lyrics and poetry in ELT. First of all, given that in Greece there is a thriving private sector in ELT, a comparison of opinions between students and teachers from private and public sectors is suggested, in order to explore their differences and similarities. Some further worth mentioning propositions include the actual test in practice of the use of these means in teaching following certain approaches and designing specific activities that would help students acquire the foreign language more holistically. Moreover, given that English is the global language, it seems more imperative than never to investigate the degree to which 21st century skills can be developed and how they can assist learners in advancing their linguistic skills, comprehend diverse perspectives, employ various means and collaborate effectively and creatively with others. An interesting future avenue relates to any neurolinguistic benefits regarding students' acquisition of the target language as a result of implementing songs, lyrics and poetry and finally the restructure of the curriculum and/or syllabus, so as to incorporate these means as integral parts of the teaching and learning processes.

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Appendices

Appendix A

Students' Questionnaire

Please complete the following personal information.

1. Age: _____

2. What is your gender?

- Male
- Female

3. What grade are you in at school?

4. What is your level of English?

- A1 (Beginner)
- A2 (Low Intermediate)
- B1 (Intermediate)
- B2 (Upper Intermediate)
- C1 (Advanced)
- C2 (Proficiency)
- Bilingual
- Other: _____

For each of the statements below, circle the response that best characterizes how you feel about the statement, where: 1 = Strongly Agree, 2 = Agree, 3 = Neither Agree Nor Disagree, 4 = Disagree, 5 = Strongly Disagree

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
5. I like learning English.	1	2	3	4	5
6. I like the English Language.	1	2	3	4	5
7. I like the English culture.	1	2	3	4	5
8. I like the English songs, lyrics and poetry.	1	2	3	4	5
9. Learning English through songs, lyrics and poetry is more interesting and fun.	1	2	3	4	5
10. Songs, lyrics and poetry should be included in the English Language Classroom more.	1	2	3	4	5

11. English Language Teaching through songs, lyrics and poetry helps me improve listening.	1	2	3	4	5
12. English Language Teaching through songs, lyrics and poetry helps me improve speaking/pronunciation.	1	2	3	4	5
13. English Language Teaching through songs, lyrics and poetry helps me improve writing.	1	2	3	4	5
14. English Language Teaching through songs, lyrics and poetry helps me improve reading.	1	2	3	4	5
15. English Language Teaching through songs, lyrics and poetry helps me improve vocabulary.	1	2	3	4	5
16. English Language Teaching through songs, lyrics and poetry helps me improve grammar.	1	2	3	4	5
17. I like it when teachers use songs, lyrics and poetry to teach the English Language.	1	2	3	4	5
18. I believe that songs, lyrics and poetry help me learn English better, faster and easier.	1	2	3	4	5
19. I like using the songs, lyrics and poetry included in the coursebook in order to practice English.	1	2	3	4	5
20. I like using songs, lyrics and poetry found on the Internet, TV or radio in order to practice English.	1	2	3	4	5

Appendix B

Teachers' Questionnaire

Please complete the following personal information.

1. Age

- 18-29
- 30-39
- 40-49
- 50-59
- 60-67

2. What is your gender?

- Male
- Female

3. In what kind of school do you work?

- Private
- Private Institute (Frontistirio)

4. What are your academic qualifications?

- BA
- Diploma
- MA
- PhD
- Other: _____

5. How many years of teaching experience do you have?

- 0-5
- 6-15
- 16-25
- 25+

6. What is your mother tongue?

- Greek
- English
- Bilingual

For each of the statements below, circle the response that best characterizes how you feel about the statement, where: 1 = Strongly Agree, 2 = Agree, 3 = Neither Agree Nor Disagree, 4 = Disagree, 5 = Strongly Disagree

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
7. I like using songs, lyrics and poetry when I teach English.	1	2	3	4	5
8. I always use songs, lyrics and poetry when I teach English.	1	2	3	4	5
9. I often use songs, lyrics and poetry when I teach English.	1	2	3	4	5
10. I sometimes use songs, lyrics and poetry when I teach English.	1	2	3	4	5
11. I never use songs, lyrics and poetry when I teach English.	1	2	3	4	5
12. Songs, lyrics and poetry should be included in the English Language Classroom.	1	2	3	4	5
13. English Language Teaching through songs, lyrics and poetry helps improve listening.	1	2	3	4	5

14. English Language Teaching through songs, lyrics and poetry helps improve speaking/pronunciation.	1	2	3	4	5
15. English Language Teaching through songs, lyrics and poetry helps improve writing.	1	2	3	4	5
16. English Language Teaching through songs, lyrics and poetry helps improve reading.	1	2	3	4	5
17. English Language Teaching through songs, lyrics and poetry helps improve vocabulary.	1	2	3	4	5
18. English Language Teaching through songs, lyrics and poetry helps improve grammar.	1	2	3	4	5
19. I believe that teaching experience is an important factor in using songs, lyrics and poetry in English language teaching effectively.	1	2	3	4	5
20. The more experienced a teacher is the more s/he is likely to use songs, lyrics and poetry in teaching English.	1	2	3	4	5
21. The less experienced a teacher is the less s/he is likely to use songs, lyrics and poetry in teaching English.	1	2	3	4	5
22. I use the songs, lyrics and poetry included in the coursebook in order to teach English.	1	2	3	4	5

23. I use songs, lyrics and poetry found on the Internet, TV or radio in order to teach English.	1	2	3	4	5
24. I use songs, lyrics and poetry found in other ESL sources (e.g. graded readers).	1	2	3	4	5