Utilizing Songs and Stories on Second Language Vocabulary Acquisition

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Abstract

This study was conducted to investigate the effectiveness of using songs and stories on second language vocabulary acquisition for the first semester English Department students during the academic year 2012-2013. The study was an attempt to answer the following research questions: (i) Can songs and stories be an effective activity for teaching vocabulary? (ii) Will songs and stories enhance students' acquisition of vocabulary more effectively? The results of this study showed that songs and stories positively improved the level of the students.

Words Key: Utilizing Songs- Utilizing Stories- Vocabulary

1. Introduction

Learning new vocabulary represents one of the most difficult challenges that second language learners encounter. Second language learners seem to have some difficulties in acquiring new vocabulary items. In order to overcome these difficulties, teachers should create an appropriate atmosphere inside classrooms that enables students to acquire new vocabulary more effectively. This study aims at shedding light on utilizing songs and stories on presenting new vocabulary items.

2. Literature review

The Importance of Vocabulary in Language Teaching

Vocabulary is central to language teaching and learning. Rubin and Thompson (1994:79) say, "One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language." Vocabulary plays an important role the in teaching and learning of any language. However, teachers of second language did not give much attention to teaching vocabulary in their classrooms. Zimmerman (1997:5) argues that, "Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, the teaching and learning of vocabulary have been undervalued in the field of second language acquisition (SLA) throughout its varying stages and up to the present day".

In addition, Birdal (2011:N P), argues that, "Priority of grammar and sound system of the language was emphasized over vocabulary teaching for some reasons such as learning too many words before the grammar had been mastered might give rise to the mistakes in sentence construction. Furthermore, teaching vocabulary in the classroom was considered to be useless with a claim that word meanings could only be comprehended through 'experience' and giving so much time to it was seen as a waste of time."

Undoubtedly, grammar is an essential element inside any language classroom. However, vocabulary should receive more attention. Flower (2000:5 as cited in Siriwan 2007: 21) states, "Words are the most important things students must learn. Grammar is important, but vocabulary is much more important". These days more attention has been given to vocabulary teaching under the general idea of "word meaning" which looks beyond the use of dictionary. In addition, Harmer (1994: 153, as cited in Bohosh 2010) "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". According to Thornbury (2002:13): "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!".

Moreover, Widdowson (1978) thinks that native English speakers can understand language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. Lewis (1993, as cited in Wu 2009) holds the idea that vocabulary acquisition is the main task of second language acquisition and the language skills as listening, speaking, reading, writing and translating all cannot go without vocabulary.

These days, vocabulary is seen as central to language teaching because without vocabulary students cannot understand others or express their ideas. Wilkins (1972:111) summed up the importance of vocabulary learning as "… While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This new turn is based on the idea that a good language teaching theory should meet the needs of the learners. This can be seen in Stern's (1983:360) view, "Language learner is or should be the central figure in any language teaching theory".

Words are the learners' arsenal that they use to think and communicate inside and outside the classroom; therefore, it is not surprising that the importance of vocabulary in language teaching is also recognized by language learners. As Schmitt (2010: 4) notes, “learners carry around dictionaries and not grammar books". It has been believed that one of the valuable gifts that teachers can give to their students in order to gain success, especially in their educational life, is a wealthy amount of vocabulary and the skills to use it correctly. Benjamin and Crow (2013), assert that word study should play a more significant role in English classes and across the curriculum.

On the other hand, some students face difficulties in their second language learning that can be the result of vocabulary deficiency. This is consistent with Nation (1990:2 as cited in Siriwan 2007:20) who affirms that "… Learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge".

In line with what was mentioned above, a number of studies were conducted to investigate teaching vocabulary to second language learners from different perspectives. Safran (2008) studied the problems facing Libyan ESP (English for Specific Purposes) teachers in teaching specialized vocabulary at the engineering secondary schools in Benghazi. Safran collected her data via questionnaires, interviews, and classroom observation. The results show that most of the Libyan ESP teachers use their native language to teach new vocabulary. Also due to the fact that Libyan ESP teachers lack engineering knowledge, the teachers' performance is below the expected. One of the problems found by this study was that the teachers have problems in teaching an extensive syllabus to large numbers of students within a limited time.

Another study was conducted by Bohosh (2010) to investigate the use of Total Physical Response Approach (TPR) to sixth grade learners in teaching English vocabulary in Libyan schools. The researcher divided the students into experimental and control groups. In addition, the researcher taught 'English for Libya' syllabus to both groups. The researcher also introduced the new vocabulary to the experimental group by (TPR). On the other hand, the control group was taught the same vocabulary items through the Grammar Translation Method (GTM). After conducting pre-test and post-test to both groups, the researcher adopted t-test to analyze the data gained from both tests. The study clearly indicated that the innovative method TPR is more effective than the traditional method GTM in presenting the target language vocabulary items to the Sixth Grade Learners.

Songs and Stories in the Language Classroom

Teaching second language vocabulary is one of the most enjoyable and exciting areas to teach, simply because the teacher can do different kinds of activities. However, it is the task of the teacher to create an affective environment which influences the learning process. If the teacher can create such a fun emotional environment, students can then learn new words and expressions rapidly without felling that they have made a big effort. Songs are just like stories since they are considered as vehicles for second language acquisition so they should not be treated as extra-curricular entities (Medina, 1991).

Obviously, there are many ways in which songs and stories can be used to teach second language vocabulary such as, students may listen to a song or a story while the teacher refers to a picture which contains new words. Also, students can sing a song with lyrics in which new words are underlined or missing.

It has been argued that in order to learn new words, students need to see those words in action. Besides that, songs and stories, as well as other kinds of literature, are important for the teacher to be used in the classroom. Collie, J., & S. Slater (1990:3, as cited in V. Bhuvaneswari. & Rosamma, 2011) stated that "There are four main reasons for a language teacher to use literature in the classroom. They are valuable authentic material. They offer cultural enrichment, language enrichment and personal development."

Songs and stories, as other authentic materials, can give the learners up-to-date information about the real life of the native speakers and so they will be closer to the real use of the target language. This makes students more motivated for learning. According to Heitle (2005:1), "Materials that are always up-to-date and topical have their own reason for being read with interest. They not only practice English, they also update our learners so that, at the end of their English lessons, they are better informed".

1-Songs:

Using songs as teaching activities can help teachers to teach new vocabulary. According to Stern (1983:21), “Language teaching can be defined as the activities which are intended to bring about language learning”. Based on this definition and as mentioned previously, it is important for second language teachers to create an enjoyable atmosphere

inside the classroom. Such an atmosphere would make students more motivated; moreover, the learning progress will smoothly go on. Consequently, songs can help a teacher make the lesson more fun and breaks the ice in the classroom. According to Griffee (1992:4), "Songs and music can be used to relax students and provide an enjoyable classroom atmosphere. For many, learning a new language is inherently an insecure proposition. .... Songs, but more especially instrumental music, give us the external cover we need to feel more secure while at the same time providing the internal support to carry on with the task.

Richards (1993. as cited in Hijazi & Al-natour 2012: 297) mentioned the emotional nature of music use in a playful teaching environment. She maintained that music, rhythm, and movement create a relaxed, stress-free learning environment. She also discussed the cognitive uses of music, particularly for language acquisition purposes and the development of auditory discrimination skills. Moreover, Shen (2009:90) argues that: "Using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students' anxiety, fostering their interests and motivating them to learn the target language."

In line with that, Eleuterio et al (ND: 25) states that "songs can make language unforgettable. Songs can improve the teaching-learning process, and as it was already said, they can not only motivate students, but also reinforce vocabulary, grammar and other aspects of the English language".

In addition, music is frequently used by teachers to help second language learners acquire a second language. This is not surprising since the literature abounds with the positive statements regarding the efficacy of music as a vehicle for first and second language acquisition. It has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening (Jalongo and Bromley, 1984, McCarthey, 1985; Martin, 1983, Mitchell, 1983, Jolly, 1975, as cited in Medina 1993).

For their advantages, songs can be effectively used inside second language classrooms. According to Ward (1991:189): "Many of our young students may never have the opportunity to visit an English-speaking country but they are very much involved with

British and American pop music". Moreover, songs provide a good resource of language input. Griffee (1992: 4-5) points out," In using songs and music in the classroom we are exposing students to the rhythms of language. Additionally, popular songs contain examples of colloquial speech".

In his Affective Filter Hypothesis, Krashen (1982, as cited in York, 2011) claims that if the affective filter is high, learners will not seek language input, and language acquisition will not occur. The affective filter can thus be described as student apprehension or anxiety towards learning, and lowering this filter has been deemed important in fostering a positive attitude towards learning in students. The casual nature of learning through singing can help promote a productive atmosphere in class, lowering the affective filter and in turn increasing the potential for language acquisition.

A study was conducted by Hijazi and Al-natour (2012) to investigate the impact of using music on students' performance in teaching English Poetry in Jordanian universities. The sample of this study consisted of 120 students (56 males and 64 females) from the third year students in Al Zaytoonah University during the first semester of the academic year 2011/2012. The students were divided into experimental group and control group. The researchers collected data by pre/post test. After the data were analyzed via t-test, the results show that songs highly enhance students' ability to study poems with entertainment; moreover, they improve their knowledge of literature as they gain the skills of analysis and criticism in general.

2- Stories:

For a long time, stories have been widely used in ELT (English Language Teaching). They are considered as one of the most important pedagogical tools to bring about language learning for their benefits. Pathan, (2012: 28) argues that "The advocates of the use of short stories for developing language skills argue that the use of short stories offers the material which is real, creative and rich in language selection, as well as amusing and motivational in nature".

According to Griva (2007, 27), "stories can provide a natural context for language exploration and are a vehicle for analyzing and practicing language items and structures".

Additionally, teachers can use stories to attract students' attention and make them more focused on the lesson. Bhuvaneswari. & Rosamma, (2011: 137) argue that: " Short stories are interesting and the learners are bound emotionally to the text and the amount of distraction is minimal. Short stories provide ample opportunities for focused attention and the functions of lexical congruities and language structure can be comprehended effectively in the use of interactive tasks".

Bretz (1990: 338), while discussing the importance of the use of short-stories in foreign language teaching, illustrates that stories help to improve communicative competence by providing "a springboard for the development of critical thinking and aesthetic appreciation".

Pathan (2013), classifies various benefits of the use of short-stories in EFL (English as a Foreign Language) classroom under different categories such as: linguistic, socio-cultural, personal and emotional and discusses them in detail focusing on their possible implications for EFL teachers and learners. Another advantage of utilizing stories in ELT (English Language Teaching) is that they can be used as a way of looking at other cultures. In other words, teachers can tell a story in other cultures or mention some aspects of the target culture. In the opinion of Philips (1993:18, as cited in Griva, 2007), " stories are features of all cultures and have a universal appeal. They fascinate both students and adults and they can be used to great effect in the language classroom."

Additionally, Pathan (2012) said that stories help students to understand another culture and work as a stimulus for language acquisition. They also develop students' interpretative abilities and help in expanding their language awareness. According to Murdoch (2002:9. as cited in Pardede, 2011:19) "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency".

Methodology

This study was conducted during the Spring semester in the academic year 2012-2013. The students participating in the study attended a two-hour class every week for a period of six weeks. First of all, students were selected randomly from first semester students at the department of

English at the University of Benghazi. Then, a pre-test was administered in order to establish their level. Students were randomly allocated to two groups: the experimental group and the control group. The experimental group were taught a syllabus in Reading Comprehension that included songs as well as short stories, while the control group were taught according to the traditional syllabus employed in the English department. At the end of the six week period a post-test was administered to both experimental and control groups in order to assess any difference in students' level. In the following section the researchers will introduce the background of the participants in this study, as well as the tools of data collection and analysis.

1-Selection of Participants:

As mentioned previously, the participants in this study were chosen randomly from first semester students at the English Department in the Faculty of Arts in the University of Benghazi. They were new students coming from various secondary English specialization schools in the city of Benghazi. Fortunately, the participants were at the same age and from the same cultural background since they are from the same city and nationality. In addition, the experimental group consisted of nineteen students (fifteen girls and four boys), whereas the controlled group consisted of nineteen students (ten girls and nine boys).

2- Tools of Data Collection:

There are different approaches dominating the field of applied linguistics: quantitative or qualitative research. Quantitative research is characterized by collecting numerical data which then are analyzed by statistical methods. On the other hand, qualitative research involves data collection procedures which results in non-numerical data which then are analyzed by non-numerical methods, often by using content analysis. Depending on the nature of this study, the researcher used a mixed method that involves using a combination of quantitative and qualitative procedures to collect data. For the purpose of this study, data were collected via pre-test, post-test and structured interview. The pre-test constitutes the first phase of data collection which was conducted before the researchers started teaching. Students were divided into experimental and controlled group after the pre-test. The post-test and the interview (second phase of data collection) were conducted after the lessons were completed to evaluate the improvement of the students' vocabulary acquisition as well as to reflect on their own learning.

a) Pre-test:

The pre-test provided the researchers with a full picture about the students. Besides, pre-test can be very helpful for the students."Pretests can give students a preview of what will be expected of them. This helps students begin to focus on the key topics that will be covered." (Kelly, 2013). To do so, the same pre-test was given to both groups to measure their present level of learning and previous knowledge.

- Preparation and Administration of the Pre-test: As mentioned above, students were divided after the pre-test was conducted. Students were all gathered in the same room and took the same test with the same chance to answer the test. The pre-test consisted of two question. In the first question the students were given a song called 'What a wonderful world', and they were asked to listen to the song twice to fill in the blanks with the missing words. In the second question, the students were given a short story called 'The Family Vacation'. After that, students were given fifteen minutes to read the story and choose the nearest meaning of particular words. The story was adapted from http://www.amazon.com/s/ref=nb_ss?url=searchalias%3Daps&field-keywords=short+stories+for+reading+comprehension.

b) Lesson Plan:

After conducting the pre-test, the controlled group was taught by another teacher. On the other hand, the experimental group was taught by the researchers. Keeping in mind the results of the pre-test, the lesson plans were prepared according to the students' needs. Due to the fact that each lesson includes a song and a story, it took a great deal of time to prepare each lesson. The activities in each lesson were prepared by the researchers and some of them were adapted from different resources.

- Criteria for Selecting Materials: In general, selecting songs and stories to be used in this study was not an easy task for the researchers, as there are no direct rules for selecting songs and stories for classroom teaching. However, there are some central issues that the researchers took into consideration during the selection of the materials used in this study, these are as follows:

1. Level of the students.

2. Age of the students.

3. Interests of the students.

4. Purpose of using each song/ story.

5. Cultural differences.

6. Duration of the class.

Other criteria such as learning ability and learners' needs were also a matter of great concern to the researchers.

- Songs: In particular, it was important to select songs that were in line with the level of the students. In this research, the results of the pre-test were the backbone of choosing songs. Griffee (1992:7) points out that "You as a teacher should consider the age and interests of your class … What is the language level of your class and what are their musical interests? Each age group has its own musical likes and dislikes."

In addition, there were specific criteria behind choosing each song such as the topic of the songs, the unfamiliar words that the song includes, and the different parts of speech which these words belong to. On the other hand, songs with slang, taboo words, and allusions were avoided.

Griffe (1992, as cited in Keskin 2011:380) lists four elements to be considered while choosing a song to be used in the class as follows:

1. Classroom environment (number, age and interests of students; lesson hours)

2. Teacher (teacher's age, interest in music and aim to use the song in the class)

3. Classroom facilities (flexibility in lesson plan, classroom equipment)

4. Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.).

It is important to note that most classroom activities such as pair work, group work, guessing the meaning..etc were based on lyrics. Murphy (1992, as cited in Hijazi&Al-natour2012) conducted an analysis of the lyrics of a large corpus of pop songs and he found that they have different features that help second language learners. They contain many personal pronouns and common, short words; the language is conversational; there is repetition of vocabulary and structures; time and place are usually imprecise; and the lyrics are often sung at a slower rate than words are spoken with more pauses between utterances.

- Stories: The researchers applied the same previous criteria when they chose stories. The only difference between songs and stories was the time available in the class: a song does not need much time because it is usually short. On the other hand, a story needs a lot of time. According to Pardede (2011:18): "... Story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence."

Hill (1994: 15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material. Unfortunately, the researcher could not find stories short enough to be presented in one class, so he decided to divide each story on two classes.

c) Structured Interview:

Another tool of data collection used in this study was the structured interview. The structured interview is one of the significant kinds of interviews. In this kind of interview the researcher follows a prepared format that includes certain questions to be

asked with each interviewee. The structured interview has many advantages. Dörnyei (2011:135) said, "Such tightly controlled interviews ensure that the interviewee focuses on the target topic area and that the interview covers a well-defined domain, which makes the answers comparable across different respondents". In this study, the structured interview allowed the researchers to collect data from the subjects being taught by them. Furthermore, this structured interview aimed to lead the students to reflect upon their learning of vocabulary with the use of songs and stories. In addition, it intended to find out if they have learned new vocabulary during the conduct of the experiment. Richards (2001, as cited in Safran 2008:11) stated that:

> *"Interview with teachers and students can be used to get their views on any aspect of the course. Normally, structured interviews provide more useful information than unstructured interview. Advantage: In-depth information can be obtained on specific questions".*

- Preparation and Administration of Interview: As mentioned previously, the researchers followed a prepared format that included certain questions. This format is widely known as the interview guide, schedule or protocol. It has believed that a well prepared interview guide ensures devising rich data. Dörnyei (2011:137) lists five main areas in which the interview guide can help the interviewer as follows:

    1. By ensuring that the domain is covered and nothing important is left out.
    2. By suggesting appropriate question wordings.
    3. By offering a list of useful probe questions to be used if needed.
    4. By offering a template for the opening statement.
    5. By listing some comments to bear in mind.

The structured interview used in this study consists of five questions. Every question in this interview designed to meet the goal of this study and also to control the flow of the conversation as follows:

1. What do you think of the use of songs and stories in the learning of new vocabulary?

Aim: Students express their view in general about the learning of vocabulary by using songs and stories.

2. Do you think that the use of songs and stories can improve your vocabulary?

Aim: Students state whether the use of songs and stories will enhance their learning of vocabulary or not.

3. Do you think that songs and stories make learning vocabulary easily?

Aim: Students state if they think the use of songs and stories may simplify their learning of vocabulary .

4. Do you think that you have learned more/ new vocabulary through songs and stories?

Aim: Students are asked to state if they have learned new vocabulary from songs and stories.

5. Would you like it if your teachers use songs and stories in their teaching?

Aim: This question tends to find out if students really cope with the use of songs and stories in a way that they would like other teachers to use them in their teaching

After conducting the post-test for both control and experimental groups, students of the experimental group were interviewed. Unfortunately, only seventeen students attended the interview (14 females, and 3 males). Due to certain circumstances, two students were not able to attend the interview and the researchers were not able to conduct another interview with these two students because they were having exams only two days after the interview.

The interview was recorded simply because the researcher were not able to catch every aspect in the interview. Also, taking notes may influence the flow of the interview. On the other hand, being aware that some people do not like the idea of

recording, all students were gathered before the interview and the researchers discussed this issue with them. Fortunately, all students agreed to be recorded and no one had any comment. Then, the students were interviewed one by one.

Data Analysis

Data Analysis related to Pre-test and Post-test

This section provides analysis of the data gained via pre-test and post-test. There are different statistical calculations and software for analyzing the collected data. The researcher employed the SPSS (Statistical Package for the Social Sciences) software for analyzing the obtained numerical data and the t-test for comparing the two groups' means.

Group Statistics:

Table 1. (Pre-test & Post-test, both groups)

X	Y	N	Mean	Std. Deviation
Pre test Data	Controlled Group	19	11.1579	4.01751
	Experimental Group	19	14.1053	1.85277
Post test Data	Controlled Group	19	10.9474	3.82207
	Experimental Group	19	16.8421	.89834

Independent Samples Test:

Table 2. Independent Samples Test (Pre-test & Post-test)

Y	*t-test* for Equality of Means			
	T	DF	Sig. (2-tailed)	Mean Difference
Pre-test Data	-2.904-	36	.006	-2.94737-
Post-test Data	-6.544-	36	.000	-5.89474-

The above tables show that there is highly significant statistical difference between control and experimental groups in both pre-test and post-test since the P_ value < 0.05.

T- test

Group Statistics

Table 3. *t-test* (both groups)

X	Y	N	Mean	Std. Deviation
Controlled Group Data	Pre-test	19	11.1579	4.01751
	Post-test	19	10.9474	3.82207
Experimental Group Data	Pre-test	19	14.1053	1.85277
	Post-test	19	16.8421	.89834

Independent Samples Test

Table 4. Independent Samples Test (both groups)

X	*t-test* for Equality of Means			
	T	Df	Sig. (2-tailed)	Mean Difference
Controlled Group Data	.165	36	.869	.21053
Experimental Group Data	-5.794-	36	.000	-2.73684-

Statistically, this difference is considered to be significant at the 0.05 level of confidence. In other words, there is no significant improvement for the control group because the P_ value (Sig.) above 0.05 which is (0.869). On the other hand, there is a highly significant statistical improvement for the experimental group, this is due to the P_ value (Sig.) which is below 0.05.

Data Analysis Related to the Structured Interview

As mentioned previously, the interview aimed to collect data directly from the students in order to reflect their own learning. In addition to that, the interview intended to obtain data that are directly related to the goals and objectives of the current study.

The students' answers could be summarized as follows:

1. All of the students interviewed by the researchers think that using songs and stories in learning vocabulary is useful and helpful.

2. All of the students think that their vocabulary improves with the use of songs and stories.

3. All of the students find it easy to guess the meaning of the new words form the context without using a dictionary.

4. Most of the students have learned a lot of new words via songs and stories.

5. All of the students enjoyed learning new vocabulary by using songs and stories, and they also believe that it is a good idea if other teachers use songs and stories in their teaching.

Conclusion

This study was carried out to investigate the effectiveness of using songs and stories on second language vocabulary acquisition. The sample of the study (control and experimental groups) was the first semester students at the Department of English, University of Benghazi. A pre-test was conducted to measure the students' level. After that, songs and stories were used in teaching the experimental group's students for six classes. Various activities were used throughout the six classes. A post-test was administered to assess the progress that students have made after these classes. Besides, a structured interview was conducted to reflect upon the students' own learning. The findings of the data demonstrate that there is a significant improvement in the level of the students of the experimental group. On the other hand, the performance of the control group students decreased.

Thus, teachers should utilize variety teaching techniques such as songs and stories to keep students motivated to learn. Also, teachers should be aware of their students' needs and the culture differences when they use songs and stories in their teaching. In addition, policy makers should provide schools and universities with courses that focus on teaching vocabulary rather than focusing on grammar and other aspects.

Moreover, the contents of these courses should be based on songs and stories as a technique of introducing new words. Besides, the Ministry of Higher Education should also provide labs, CDs, TV, data shows, overhead projectors and other equipments and aids to help Libyan teachers undertake different kinds of activities regarding songs and stories. Finally, workshops and other training programs are very important for both students and teachers and should be done once or twice at least during the academic year.

Recommendations

Since this study indicates that the use of songs and short stories might be beneficial to students engaged in Reading Comprehension courses, few recommendations are suggested below:

1. Libyan teachers should utilize variety teaching techniques such as songs and stories to keep students motivated to learn.

2. Libyans teachers should be aware of their students' needs and the culture differences when they use songs and stories in their teaching.

3.TheMinistry of Higher Education should provides schools and universities with courses that focus on teaching vocabulary rather than focusing on grammar and other aspects.

4. The contents of these courses should be based on songs and stories as a technique f introducing new words.

5. The Ministry of Higher Education should also provide labs, CDs, TV, data show, overhead projectors and other equipments and aids to help Libyan teachers undertake different kinds of activities regarding songs and stories.

5. Workshops and other training programs are very important for both students and teachers and should be done once or twice at least during the academic year.

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