

Exploring Preservice English Students' Experiences in Using English Songs for Vocabulary Learning

Intan Yunita^{1*}

¹English Education Department, UIN Walisongo, Indonesia

ABSTRACT

This study explores fifth-semester preservice English students' experiences in using English songs as a resource for vocabulary learning. Although previous studies have highlighted the benefits of songs, limited research has examined how learners use them independently in daily life. This qualitative descriptive case study involved ten fifth-semester students from the English Language Education Department at UIN Walisongo Semarang in 2025 who regularly engaged with English songs as part of their informal learning. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings reveal three main themes: (1) vocabulary learning strategies, such as repeated listening, lyric checking, translation use, contextual guessing, and limited note-taking; (2) perceived benefits, including stronger motivation, improved retention through melody, better pronunciation, enhanced listening skills, and exposure to colloquial expressions; and (3) challenges, such as fast-paced lyrics, figurative language, slang, reduced focus, and non-standard grammar. Overall, English songs function as an enjoyable supplementary tool that supports vocabulary development, although additional strategies may be needed to maximize their effectiveness.

This is an open access article under [CC-BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/) license.



ARTICLE INFO

Keywords:

English songs;
informal vocabulary learning;
preservice English teachers;
thematic analysis;
vocabulary development

Article History:

Received: 27 November 2025

Revised: 26 February 2026

Accepted: 7 March 2026

Published: 9 March 2026

How to Cite in APA Style:

Yunita, I. . (2026). Exploring Preservice English Students' Experiences in Using English Songs for Vocabulary Learning.

LinguaEducare: Journal of English and Linguistic Studies, 3(1), 47-48.

<https://doi.org/10.63324/lec.3v.1i.125>

Introduction

Vocabulary knowledge remains a central dimension of second language development because it supports learners' ability to interpret meaning, process texts, and participate in communication across language skills. Journal-based scholarship has repeatedly shown that vocabulary knowledge is strongly linked to reading comprehension, while pedagogical reviews continue to position vocabulary as a major component of language learning rather than a peripheral outcome. For preservice English students, this issue is especially important because lexical competence affects not only their current academic participation but also their future capacity to explain meaning, select materials, and scaffold learning in the classroom (Nation, 2011; Zhang, 2012).

In response to the limits of decontextualized vocabulary study, L2 vocabulary research has increasingly emphasized the value of meaningful input and repeated

encounters with words. Laufer (2009) argues that vocabulary development draws on both language input and form-focused work, suggesting that lexical learning is strengthened when words are connected to use rather than treated as isolated items alone. Likewise, Webb et al. (2023) showed in a meta-analysis that meaning-focused exposure through reading, listening, and viewing can produce measurable incidental vocabulary gains. This perspective makes authentic resources especially relevant for vocabulary learning, particularly when learners engage with them voluntarily and repeatedly.

Among such resources, English songs offer a distinctive combination of authentic language, repetition, rhythm, and affective appeal. Corpus-based evidence indicates that popular songs contain substantial pedagogical potential for English teaching and learning (Tegge, 2017). Empirical research further shows that songs can contribute to incidental vocabulary learning: Pavia et al. (2019) found that listening to songs supported vocabulary gains and that repeated listening improved learning, while Nie et al. (2022) reported gains in word recognition, meaning association, and grammar-related knowledge, with some effects retained after four weeks. At a broader level, Odo (2022) meta-analytic review concluded that song-based instruction exerts a large positive effect on English L2 lexical learning.

Even so, an important gap remains. As Pavia et al. (2019) note, earlier research on songs and vocabulary often relied on self-reported listening behavior, and more recent studies have commonly examined structured classroom implementation, such as explicit or implicit instructional treatments using songs (Mannarelli & Serrano, 2024). At the same time, research on out-of-class and online informal English learning has shown that exposure to English media is positively associated with learners' vocabulary knowledge (Lai & Wang, 2025; Peters, 2018). These studies suggest the need for closer attention to how learners actually use songs beyond formal instruction. Therefore, the present study explores preservice English students' lived experiences of using English songs as a resource for vocabulary learning. Using a qualitative descriptive case study, this research examines the strategies students employ, the benefits they perceive, and the challenges they encounter while learning vocabulary through songs.

Method

Research Context

This study was conducted with ten fifth-semester preservice teachers from the English Language Education Department at Universitas Islam Negeri (UIN) Walisongo Semarang. The participants were included because they had prior experience using English songs as part of their personal vocabulary learning practices. This context was considered relevant because previous journal studies have shown that out-of-class exposure to English-language media and online informal English learning are positively associated with learners' vocabulary development. In this setting, students frequently accessed English songs through digital platforms such as YouTube, Spotify, TikTok, and lyric websites, making song-based vocabulary learning a meaningful phenomenon to investigate in its naturally occurring context.

Rather than examining a classroom intervention, this study focused on how students engaged with English songs in everyday learning situations beyond teacher supervision. Investigating this authentic environment enabled the researcher to understand how learners selected songs, interacted with lyrics, noticed unfamiliar vocabulary, and interpreted the benefits and challenges of self-directed lexical learning. Because the participants were preservice teachers, their present learning habits were also considered pedagogically significant, as these experiences may later inform their beliefs and practices as future English teachers.

Research Design

This study employed a qualitative descriptive case study (Yin, 2009). Qualitative description is appropriate when the purpose of the study is to provide a rich and straightforward account of a phenomenon in everyday language while remaining close to participants' own expressions and experiences. At the same time, case study research is useful for examining a bounded phenomenon within its real-life setting. These two methodological orientations were therefore suitable for the present study because the research aimed to explore how a specific group of preservice English students experienced vocabulary learning through English songs in a naturally occurring context.

The study used semi-structured interviews as the main data collection method because this approach allows participants to explain their experiences, feelings, and learning strategies in their own words while still enabling the researcher to maintain focus on the research objectives. A flexible interview guide was used so that all participants addressed comparable issues, but follow-up questions could still be asked when clarification or elaboration was needed. To support credibility, participants were invited to review their interview transcripts and confirm whether the records accurately reflected their intended meanings.

Data Sources

The primary data source consisted of semi-structured interview transcripts obtained from ten preservice English students. The interview questions covered four main areas: participants' experiences of learning vocabulary through English songs, the strategies they used during the process, the benefits they perceived, and the challenges they encountered. In addition to the interview transcripts, researcher notes were used as supporting materials to record contextual details and analytic reflections that emerged during data collection and early interpretation. Such supporting notes are consistent with qualitative descriptive work because they help preserve contextual meaning and strengthen the interpretive accuracy of the analysis.

Data Analysis

The data were analyzed using thematic analysis following Braun and Clarke's six-phase framework (Braun & Clarke, 2021). The analysis began with repeated reading of the interview transcripts to achieve familiarity with the data. After that, meaningful segments were coded, and related codes were grouped into broader candidate themes. These themes were then reviewed, refined, defined, and named before being presented

in the final analytic report. Thematic analysis was selected because it provides a systematic yet flexible way to identify recurring patterns across participants' accounts and is well suited to qualitative descriptive inquiry.

To strengthen trustworthiness, the study applied member checking, peer debriefing, and an audit trail. Member checking was used to confirm transcript accuracy and to give participants the opportunity to clarify or elaborate their intended meanings. Peer debriefing was conducted during the analytic process to discuss emerging codes and themes and to reduce the risk of overly subjective interpretation. In addition, an audit trail was maintained to document analytic decisions and procedural steps throughout the study. These strategies were used to enhance credibility, dependability, confirmability, and transparency in reporting the findings.

Results

The thematic analysis of the interview data generated three major themes that captured the participants' experiences of using English songs to support vocabulary development: (1) vocabulary learning strategies, (2) perceived benefits, and (3) encountered challenges. Across these themes, the findings showed that English songs functioned as an informal yet meaningful learning resource through which preservice English students developed vocabulary knowledge, improved listening and pronunciation awareness, and engaged with authentic language input. At the same time, the findings also revealed that the effectiveness of this learning resource depended on learners' strategic engagement, the linguistic features of the songs, and the consistency of their learning habits.

The first theme concerns the strategies participants used while learning vocabulary through English songs. Repeated listening emerged as the most dominant strategy. Most participants explained that vocabulary learning occurred incidentally because they listened to songs they liked multiple times in daily life. Through repeated exposure, unfamiliar words gradually became more recognizable, even when learners were not intentionally trying to memorize them. One participant stated, "*After I listen many times, suddenly I can catch the word more clearly without searching for it*" (P3). This pattern suggests that repetition enabled learners to internalize the sound forms of words over time and supported incidental vocabulary acquisition through sustained exposure.

In addition to repeated listening, participants frequently relied on lyric checking as a key strategy for improving comprehension. Lyrics helped them verify words that were unclear during listening and connect spoken language with its written form. Some learners reported reading lyrics before listening to obtain a general understanding of the song, whereas others consulted them afterward to confirm specific words or phrases. As P7 explained, "*I always search for the lyrics to match what I hear because sometimes I hear different sounds.*" This strategy not only assisted comprehension but also strengthened awareness of pronunciation, spelling, and meaning relationships.

Another strategy involved the selective use of translation tools, such as Google Translate or online dictionaries. Participants emphasized that translation was used mainly to clarify unfamiliar or personally meaningful words rather than to translate

entire lyrics line by line. P5, for instance, remarked, “*I don’t translate everything, only the words that I really want to know.*” This indicates that translation functioned as a supporting rather than primary strategy, particularly when learners encountered metaphorical, idiomatic, or culturally specific expressions that could not easily be inferred from listening alone. Several participants also described using contextual guessing to interpret unfamiliar vocabulary. They drew on the emotional tone of the song, the surrounding lyrics, and, in some cases, the visuals provided in music videos. P2 stated, “*Sometimes the video tells me the meaning even before I understand the words.*” Although less frequent, intentional note-taking was also reported by a small number of participants who wrote down useful new words for later review. Together, these findings suggest that vocabulary learning through songs was shaped by a combination of incidental exposure and selective strategic support.

The second theme highlights the perceived benefits of learning vocabulary through English songs. A prominent finding was that songs increased motivation and enjoyment. Participants consistently described song-based learning as relaxing, engaging, and personally meaningful. Because songs were already part of their daily routines, learning vocabulary through music did not feel like formal study. As one participant noted, “*It doesn’t feel like studying; it feels like something I do because I like it*” (P6). This affective dimension appeared to encourage repeated engagement with English input and made vocabulary learning feel less demanding than traditional forms of study.

Another major benefit concerned vocabulary retention. Participants often explained that they remembered words more easily when those words were attached to a melody. In many cases, lexical recall was triggered by mentally replaying the song rather than by deliberate memorization. P1 stated, “*Sometimes I remember the word not because I studied it, but because the melody comes to my mind.*” This suggests that melody acted as a mnemonic support that facilitated the storage and retrieval of vocabulary. In addition, participants perceived songs as helpful for pronunciation development. By listening to singers’ pronunciation, rhythm, stress, and intonation, learners became more aware of how English words were naturally produced. Some reported singing along to imitate these sound patterns. As P4 explained, “*I learn how to pronounce words correctly from the singer, and I follow how they say it.*” Such imitation practices allowed learners to rehearse oral production in a low-pressure environment.

The findings also showed that songs supported listening development and broadened learners’ exposure to authentic English usage. Repeated listening enabled participants to recognize spoken forms more quickly, particularly in relation to connected speech, reductions, and contractions. P9 commented, “*After listening to many songs, I can catch words faster when someone speaks.*” In this sense, songs appeared to function as a bridge between informal listening practice and broader listening comprehension. Moreover, participants valued songs for introducing colloquial expressions, idioms, slang, and culturally embedded language that were rarely encountered in textbooks. P10 noted, “*Some expressions I only know from songs, not from class materials.*” This finding indicates that English songs extended learners’

lexical repertoire beyond formal academic vocabulary and exposed them to more contemporary and socially situated forms of expression.

The third theme concerns the challenges participants encountered during the learning process. The most frequently reported difficulty was understanding fast-paced lyrics. Participants explained that rapid delivery, unclear articulation, and stylized pronunciation often made it difficult to distinguish individual words. One participant expressed this clearly by saying, *“The singer is too fast, so I cannot catch the words”* (P1). This suggests that while repeated exposure may support vocabulary development, the acoustic features of songs can also create substantial barriers to comprehension.

Participants also reported difficulty interpreting figurative and poetic language. Many songs contained metaphorical expressions, idioms, and emotionally loaded lines whose meanings could not be understood literally. As P2 remarked, *“Sometimes the meaning is different from the dictionary because the lyric is poetic.”* This made it difficult for learners to rely solely on dictionary meaning and often required broader contextual interpretation. Related to this, slang and other non-standard linguistic forms were also experienced as problematic. Participants recognized the value of such expressions for understanding natural English, yet they also felt uncertain because these forms were rarely taught explicitly in class. P4 stated, *“There is a lot of slang that I have never learned in class.”* The findings therefore suggest that authentic language exposure through songs also brings learners into contact with linguistic forms that may exceed their current instructional background.

Further challenges were associated with attention and learning consistency. Some participants admitted that although they listened to songs frequently, they were not always focused on learning vocabulary from them. The melody, mood, or entertainment value of the song sometimes distracted them from attending to the lyrics. As P5 explained, *“Sometimes I enjoy the melody too much and forget to pay attention to the words.”* In addition, learning habits were often unsystematic. Many participants described vocabulary learning through songs as dependent on mood, interest, or circumstance rather than on structured practice. P9 observed, *“I listen a lot, but I don’t always learn new words unless I feel like it.”* This suggests that the informal nature of song-based learning, while motivating, also makes vocabulary gains less predictable and less consistent across learners.

Another difficulty involved artistic grammar and stylized language in song lyrics. Participants noted that some lyrics contained incomplete structures, creative expressions, or grammatically unconventional constructions that caused confusion about correct English usage. As P10 explained, *“Some lyrics are not grammatical, and that makes me confused.”* This finding indicates that although songs provide rich authentic input, they do not always model standard grammatical forms and may therefore require learners to cross-check meaning and structure through other resources.

Beyond the three major themes, the data also revealed several nuanced patterns that enriched the participants’ accounts. First, vocabulary learning often occurred while multitasking, such as during commuting, cleaning, or before sleeping. This suggests that songs created a low-effort and highly accessible learning environment in which lexical exposure became embedded in everyday routines. P6, for example, explained

that she often learned new words “*when I listen to music before sleeping, because that’s when I can focus on the lyrics.*” Second, social media platforms such as TikTok and Instagram played an important mediating role. Several participants reported first encountering unfamiliar words through short viral clips before searching for the full song. As P3 noted, “*Sometimes I know a new word from a TikTok sound, then I search the full song.*” This pattern indicates that vocabulary exposure was not limited to full-length listening experiences but also emerged through fragmented digital encounters.

The data further showed that not all songs were equally supportive of vocabulary learning. Slow ballads and acoustic songs were generally perceived as easier for identifying words, whereas rap songs or songs with heavy beats and highly stylized pronunciation were considered more difficult. P8 stated, “*If the song is slow, I can catch more words; but if it’s rap, I give up.*” Participants also noted that popular or viral songs supported faster vocabulary retention because they were repeatedly heard across multiple platforms and contexts. As P4 explained, “*If the song is viral, I hear it many times everywhere, so I memorize the words faster.*” Finally, some learners reported confusion caused by homophones and similar-sounding words when they relied on listening without checking the lyrics. This reinforces the importance of lyric consultation as a strategy for clarifying sound–word relationships and avoiding lexical misunderstanding.

Overall, the findings demonstrate that English songs served as a meaningful informal resource for vocabulary learning among preservice English students. However, their role was neither simple nor uniformly effective. The participants’ experiences reflected an interplay between incidental exposure and intentional strategies, between enjoyment and distraction, and between authentic language input and interpretive difficulty. These patterns suggest that while English songs hold considerable pedagogical potential, their contribution to vocabulary development depends largely on how learners engage with them and how they navigate the linguistic complexity embedded in song lyrics.

Discussion

The purpose of this study was to explore how preservice English teachers used English songs to support vocabulary development and how they perceived the benefits and challenges of this learning practice. In line with the research objectives, the findings were organized into three major areas: the strategies participants used when engaging with English songs, the benefits they associated with song-based vocabulary learning, and the challenges they encountered during the process. Overall, the findings suggest that English songs functioned as a meaningful informal learning resource that helped learners notice, remember, and interpret new vocabulary, although the extent of these benefits varied according to learners’ strategies, preferences, and consistency of engagement.

The first major finding concerns the strategies participants used while learning vocabulary through English songs. Repeated listening emerged as the most dominant practice, followed by lyric checking, dictionary or translation consultation, and, to a lesser extent, note-taking. These patterns are broadly consistent with previous journal

research showing that songs can support incidental vocabulary learning when learners are exposed to target items repeatedly. Pavia et al. (2019) found that listening to songs contributed to vocabulary learning and that repeated listening positively affected gains, while Nie et al. (2022) similarly reported gains in word recognition and meaning association after exposure to English songs. The present study extends these findings by showing that repeated exposure alone was not the only mechanism involved; participants also engaged in selective, self-initiated strategies to clarify meaning and strengthen understanding. This point is in line with Lai and Wang's (2025) argument that the strategic use of digital resources plays an important role in vocabulary development within informal digital learning environments.

The second finding indicates that participants perceived English songs as beneficial for vocabulary development, particularly in relation to word recognition, pronunciation, contextual understanding, and retention. This interpretation is supported by Odo's (2022) meta-analytic review, which found a large overall effect of English songs on L2 vocabulary learning. More specifically, Nie et al. (2022) reported that listening to songs improved vocabulary knowledge, especially word recognition, and that some of these gains were retained four weeks later. The participants' perception that songs also helped pronunciation and oral imitation is likewise compatible with Zhang et al. (2023), who found that song-based exposure supported both pronunciation and vocabulary learning. In addition, the affective dimension of the present findings should not be overlooked. Participants frequently described songs as enjoyable and less stressful than formal vocabulary study, which resonates with Kim et al. (2024), who reported that more frequent music listening in foreign language learning was associated with lower levels of language anxiety. Taken together, these studies help explain why participants in the present research often felt that vocabulary learned through songs was easier to remember and more enjoyable to revisit than vocabulary learned through conventional exercises.

Another important contribution of the present study lies in its attention to informal digital learning contexts. Participants did not learn vocabulary only from full songs in deliberate study sessions; they also encountered English words through TikTok clips, viral audio, and routine multitasking activities. This finding aligns with earlier work on incidental language development through media exposure. Kuppens (2010) showed that long-term media exposure could contribute to foreign language acquisition, while Lai and Wang (2025) demonstrated that informal digital activities are meaningfully associated with receptive vocabulary knowledge and that the relationship becomes stronger when learners engage strategically with digital resources. More recently, Imsard (2025) reported that engagement with English songs significantly predicted both vocabulary knowledge and affective variables among EFL undergraduates. In this sense, the present study adds qualitative depth to existing evidence by showing how songs circulate across platforms and become part of learners' everyday digital routines, thereby creating repeated and often low-pressure opportunities for lexical exposure.

At the same time, the findings also show that not all songs were equally supportive of vocabulary learning. Participants preferred slower songs because they were easier to process, whereas fast-paced or highly stylized songs often reduced comprehension. This

pattern is compatible with Kim et al. (2024), whose participants showed a notable preference for slow ballads in language-learning contexts, and with Tegge (2017), who demonstrated that the lexical accessibility of songs varies and that song selection matters pedagogically. The present study also revealed persistent difficulty with figurative language, idiomatic expressions, slang, and non-standard forms. This challenge is unsurprising given Macis and Schmitt's (2017) observation that figurative collocations have meanings that are not directly derivable from their component words. In other words, the same authentic quality that makes songs appealing as learning materials may also make them linguistically demanding. This helps explain why some participants benefited from songs while still experiencing confusion, especially when they relied on listening alone without checking lyrics or consulting additional resources. More broadly, Hamilton's et al. (2024) caution that although songs are often assumed to support language learning, the available evidence does not justify simplistic causal claims, which reinforces the need for careful interpretation of the present findings.

These findings should also be interpreted in light of the study's limitations. The number of participants was small, the data were based on self-reported interview accounts, and the focus was restricted to English songs rather than other forms of multimodal media. Even so, the study contributes valuable qualitative insight to a field that has often been shaped by intervention studies, broad reviews, or survey-based accounts rather than close examination of learners' lived experiences. In this respect, the study complements work such as Hamilton et al. (2024) and Pavia et al. (2019) by showing how song-based vocabulary learning operates in naturally occurring, self-directed settings rather than in tightly structured instructional conditions. Pedagogically, the findings suggest that songs may be most effective when used as supplementary vocabulary input accompanied by selective scaffolding, such as lyric checking, discussion of figurative language, guided noticing of pronunciation, and deliberate follow-up on useful lexical items.

Conclusion

The findings of this study demonstrate that English songs serve as a meaningful and accessible medium for vocabulary development among preservice English teachers. Through repeated listening, lyric engagement, and the selective use of translation tools, participants were able to acquire new vocabulary incidentally and intentionally. The use of songs also enhanced their motivation, pronunciation, retention, and overall listening comprehension, reinforcing the idea that musical input can support language learning through both cognitive and affective pathways. Despite these benefits, learners experienced challenges such as fast-paced lyrics, figurative expressions, and inconsistent learning habits, suggesting that songs alone may not be sufficient without complementary learning strategies or instructional support.

Overall, this study highlights the value of English songs as a supplementary resource for vocabulary learning and provides insight into how preservice teachers personally experience language acquisition through music. While the small sample size and reliance on self-reported data limit generalizability, the findings contribute to a deeper understanding of learner-based vocabulary development. Future research may

explore classroom-based integration of songs, comparisons across different song genres, or multimodal approaches involving music videos to further enhance vocabulary learning outcomes.

References

- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. Sage Publications.
- Hamilton, C., Schulz, J., Chalmers, H., & Murphy, V. A. (2024). Investigating the substantive linguistic effects of using songs for teaching second or foreign languages to preschool, primary and secondary school learners: A systematic review of intervention research. *System*, *124*, 103350. <https://doi.org/10.1016/j.system.2024.103350>
- Imsa-ard, P. (2025). Extramural English (EE): Its effects on EFL undergraduates' L2 vocabulary knowledge and affective variables. *Social Sciences & Humanities Open*, *12*, 102286. <https://doi.org/10.1016/j.ssaho.2025.102286>
- Kim, H.-J., Chong, H. J., & Lee, M. (2024). Music listening in foreign language learning: perceptions, attitudes, and its impact on language anxiety. *Frontiers in Education*, *9*. <https://doi.org/10.3389/feduc.2024.1372786>
- Kuppens, A. H. (2010). Incidental foreign language acquisition from media exposure. *Learning, Media and Technology*, *35*(1), 65–85. <https://doi.org/10.1080/17439880903561876>
- Lai, C., & Wang, Q. (2025). Online informal learning of English and receptive vocabulary knowledge: Purpose matters. *ReCALL*, *37*(1), 62–78. <https://doi.org/10.1017/S095834402400017X>
- Laufer, B. (2009). Second language vocabulary acquisition from language input and from form-focused activities. *Language Teaching*, *42*(3), 341–354. <https://doi.org/10.1017/S0261444809005771>
- Macis, M., & Schmitt, N. (2017). The figurative and polysemous nature of collocations and their place in ELT. *ELT Journal*, *71*(1), 50–59. <https://doi.org/10.1093/elt/ccw044>
- Mannarelli, P., & Serrano, R. (2024). ‘Thank you for the music’: examining how songs can promote vocabulary learning in an EFL class. *The Language Learning Journal*, *52*(1), 1–15. <https://doi.org/10.1080/09571736.2022.2092198>
- Odo, D. M. (2022). Examining the influence of English songs on English L2 lexical learning: a quantitative meta-analytic review. *Language, Culture and Curriculum*, *35*(4), 386–403. <https://doi.org/10.1080/07908318.2021.2022684>
- Nation, I. S. P. (2011). Research into practice: Vocabulary. *Language Teaching*, *44*(4), 529–539. <https://doi.org/10.1017/S0261444811000267>
- Nie, K., Fu, J., Rehman, H., & Zaigham, G. H. K. (2022). An Empirical Study of the Effects of Incidental Vocabulary Learning Through Listening to Songs. *Frontiers in Psychology*, *13*. <https://doi.org/10.3389/fpsyg.2022.891146>
- Pavia, N., Webb, S., & Faez, F. (2019). Incidental Vocabulary Learning through Listening to Songs. *Studies in Second Language Acquisition*, *41*(04), 745–768. <https://doi.org/10.1017/S0272263119000020>

- Peters, E. (2018). The effect of out-of-class exposure to English language media on learners' vocabulary knowledge. *ITL - International Journal of Applied Linguistics*, 169(1), 142–168. <https://doi.org/10.1075/itl.00010.pet>
- Tegge, F. (2017). The lexical coverage of popular songs in English language teaching. *System*, 67, 87–98. <https://doi.org/10.1016/j.system.2017.04.016>
- Webb, S., Uchihara, T., & Yanagisawa, A. (2023). How effective is second language incidental vocabulary learning? A meta-analysis. *Language Teaching*, 56(2), 161–180. <https://doi.org/10.1017/S0261444822000507>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Sage.
- Zhang, D. (2012). Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. *The Modern Language Journal*, 96(4), 558–575. <https://doi.org/10.1111/j.1540-4781.2012.01398.x>

