

## Rhymed Vocabulary Input and Involuntary Rehearsal: Iranian Pre-school Learners

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### Abstract

Music and rhyme are indeed inseparable constituents of the human language in general and can undoubtedly play a double role in enhancing the communicative skills of the users of each given language if its innate prosaic and metric features are manipulated properly. Relatedly, when it comes to the issue of Second Language Acquisition a teacher can rely to a great extent on the potential power of music and rhyme since these features can facilitate the learning process through their numerous merits. In addition, it can be claimed, that aspect of learning in SLA which might take the advantage of the musical and rhythmic features of a language to a great extent is vocabulary learning for children as new learners. To find the extent to which such a claim is valid, the present study is to focus on a sample of Iranian Pre-School Children's EFL program revolving around vocabulary learning based on a three week syllabus designed to include vocabulary material in form of bilingual (Farsi-English) content-based poems. At the end of the six week syllabus through some oral quizzes the level of their proficiency in absorbing the new vocabulary were measured by trying to evaluate their recall or the involuntary vocabulary rehearsal. Taking the outcomes into consideration, finally it was revealed that the children had shown a greater knowledge of the new vocabulary items they were exposed to through poetry than those ones taught by ordinary non-prosaic language.

**Keywords:** foreign language acquisition, input, poetry, prosaic features, rehearsal, vocabulary

### INTRODUCTION AND LITERATURE REVIEW

Undoubtedly, music and rhyme are integral constitutive parts of the human language, not only for the illocutionary effects they might make for, but also for their potential to reinforce the communicative skills of the users of each given language. As a critic (Del

Campo, 1997) asserts interaction is a multimodal construct, and the meaning produced in the course of this process to some degrees relies on “intonation” and “the musical character of language” (as cited in Mora, p.147). Besides, it is important to notice that such a quality is one of the earliest features an infant is to get aware of and what in advance to rely on to facilitate the acquisition of the mother tongue. Several researchers have emphasized on this fact. As Loewy (1995) notices “music of speech is the earliest dimension of language that is used and understood by children” (p. 61). Mora (2000) claims, the repetitive features and the musical nature of language is the very factor which is to affect “the entire language acquisition process” (p.148) since a child can imitate the rhythm and musical patterns of the language much prior to the time he can say them (149).

Based on what was asserted above about the musical nature of language, it is not hard to infer how this natural property of human language can be counted on in the field of Second Language Acquisition. Precisely, a teacher can count to a great extent on the potential probably as “the most effective kinesthetic activit[ies] for language learning (Schunk, p. 118). In truth, the recurrent symmetrical sonic features or the prosaic features of a language foregrounded through repetition in poetry or song can be relied on in teaching EFL especially in case of young beginner learners as it is much pleasant to them to recite melodious poems or songs. In addition, the fact that they have not yet surpassed the critical age and their flexible mind is fresh with the recent experience of their first language acquisition is a proof to the matter and justifies why easily they can memorize poems or songs exposed to them through several repetition while older learners might not. Also one should not forget the fact that there exists less anxiety level as well as fewer contextual constraints for the younger learners because they show no distaste like older learners toward a class program based on games, songs, poem recitations and other group musical activities for fun. Furthermore, their interest in imitating foreign sounds paired with music, without feeling embarrassed about the probable mistakes, will assist them to store much in their long-term musical memory; what is to be accessible for mental rehearsal and memorization (Mora, p. 150).

Among the studies done in case of ‘poetry, musicality and vocabulary learning’ a large number of them emphasize the fact that such a technique can be much more effective when it comes to ‘vocabulary acquisition’ as one of the major tasks of an EFL program at the early stages. For example, Lynch (2006) puts forth, music can increase the level of exposing to the new vocabulary; what shall be used as an effective device in facilitating the process of “acquiring high frequency words” (Mudawi, 2015): “a new strategy for teaching core vocabulary to children in early stage” (53). In line with Mudawi’s assertions it can be referred to Griffiee (1992) believes that the accumulated vocabulary by the aid of songs shapes unconsciously a database of important vocabulary items to be extracted when needed (as cited in M. Carmen Fonseca-Mora and Mark Gant, p.15). Daniels (2003) also emphasizes the fact that music have a remarkable impact on children’s second language vocabulary learning for the reason that “Through the use of songs, rhymes and music, children are able to retain much larger amounts of information” (Ortis, 2008, p. 207).

To find the extent to which the above-mentioned claims can be valid, the present study is to focus on a sample of Iranian Pre-School Children's EFL program and how their English vocabulary learning is enhanced by taking the advantage of poetry and rhyme. However, the pre-condition for such an experiment is finding how the process of vocabulary learning might be assisted through adopting such a poem-based method. Moreover, it shall become clear through what proper tool or material, the provided inputs, that are the new vocabulary items, can be exposed to the learners in the best way since absolutism, or assuming a kind of universality, is not valid in case of the adopted teaching methods and it is the task of a teacher to have an eye on contextual properties in case of the physical facilities as well as the psychological or cognitive filters: the innate features of the first language of the learners. Precisely, although it is a valid claim to confirm the effect of poetry-based or rhythmic language of poetry on a foreign language learning program, especially when it comes to the issue of vocabulary, a researcher must not ignore the existing relativism in this case and shall concentrate on the innate poetic and prosaic features as well as the place of pedagogical poetry in the culture engendering the first language of the learners specifically in hope of finding more effective strategies. For instance, besides confirming the impacts music can have on vocabulary acquisition, by taking into consideration the specific sound patterns of south eastern languages of Asia, Moriya (1988) emphasizes the value of making use of songs for enhancing the word pronunciations as well because repetitions of the songs can help the learners come up with the differences between those languages and English in case of pronunciation. In accordance, Ohata (2004) draws attentions to the difference between English and Japanese "vowels, consonants and syllable types" and considers poem as an effective and persuasive practice to be replaced by other activities and drills in class to make students catch up with new sound patterns in English; what they can help them much to eradicate the constraints in the way of the large amount of new vocabulary exposed to them through poems or songs.

Taking into account the above issues, it can be deduced that an Iranian teacher must look for a proper method based on the innate features of Farsi so as to apply the use of poem, rhythm and prosaic features of language to English teaching if he intends to grasp more positive results. This is indeed a very hard task and not many studies have been done in this field since it has always been supposed that the methods used to teach a foreign language like English, which is a far cry from Farsi, was at the early stages imitative: an imitation or adaptation of the western classic methods. However, fortunately some recent research has provided good clues about the matter; what can be claimed to have influenced the present study to a great extent. The due research has been conducted by Dr. Behrouz Mahmoodi Bakhtiari and he has provided a comprehensive account of it at a Seminar in Tehran in a lecture. To put in nutshell, he starts with the Persian language's rich poetic background and speaks of how historically such a powerful prosaic trend has gone beyond mere literary or aesthetic boundaries and has found the way to the realm didacticism or pedagogy in many fields of science as well as humanities and language teaching. To bring proof to his assertions he refers to examples of language teaching guide books from centuries ago, in case of teaching Arabic or Turkish, and how they were formed like a bilingual dictionary in form of verse

lines drawing on vocabulary or grammatical matters. A kind of readable poetry which with its strong rhythmic and prosaic qualities could be easily memorized by learners therefore a good help to them at the early stages of learning a foreign language by facilitating the process of Involuntary Vocabulary Rehearsal. He then goes further and focuses on the first example of such books written for Iranian English learners more than a century ago; a powerful bilingual vocabulary and grammar encyclopedia which would insert English words into known Farsi metrics and prosody giving the meaning of words or explaining the grammatical points.

Focusing on Dr. Bakhtiari's insightful research, the present study – concerning the effects of using poem as a method for vocabulary teaching to young Iranian learners – can give direction to its procedure and methodology. What is done here by taking into consideration the valuable language teaching heritage methods in Iran, guided this study to a new prospective: to construct a new teaching strategy to be applied to the chosen samples in order to become able to monitor the final results based on a reliable and valid ground. This new structured method can be claimed to be an attempt to meet in an efficient manner the goal of teaching vocabulary to Iranian English learners of pre-school; what can be defined as teaching vocabulary through pedagogical poetry; a poetry which is bilingual and content-based and able to provide a proper contextualization of the new input catalyzing the Involuntary Rehearsal process in advance. The adopted method and procedures will be fully explained later in due parts.

## RESEARCH QUESTIONS

The purpose of this study is to find how by the aid of a kind of poetry, which is bilingual and content-based, the new vocabulary can be exposed to Iranian pre-school children. Additionally, it is intended here to find the way consequently such a kind of poetry can affect the formation of a broader knowledge of vocabulary those learners. These questions then can be introduced as the research questions:

1. Can a kind of bilingual poetry, written based on the rhythmic and prosaic features of Iranian learners' first language which is Farsi, act as an important factor in the process of acquiring English vocabulary at the early stages?
2. Can it be claimed, that such a kind of 'bilingual' poetry – as discussed above – is efficient enough to act as a catalyzer facilitating the process of Involuntary Vocabulary Rehearsal?

## METHOD

### Participants

To fulfill the expectations of this study, a sample of 12 Iranian (Farsi Speaking) children (between 5 to 7 years old including 6 boys as well as six girls) were selected from among 24 volunteers to achieve a homogeneous sample. To fulfill the task an IQ test according to Raven's Progressive Colored Matrices (Raven, 1998) was hold among all 24 volunteers. Additionally, to make for a more valid study, the 12 chosen children were examined in separate interviews by the presence of their parents so as to make sure if

previously they have acquired some knowledge of English vocabulary or not. Thus validity of the chosen sample was double-checked.

## Procedure

A six week syllabus for the 12 children was designed. Each week had two sessions one hold on Saturdays from 10 to 12 AM and the other one of on Wednesdays from 5 to 7 PM. The first session in each week was allocated to a content-based vocabulary exposition unit through some bilingual songs and poems, which recited first by the teacher for some times and then repeated by whole class in form of a musical game. After about some pauses and intervals whenever the teacher found necessary the same act of recitation and repetition would be going on again but this time with the teacher's intentional pauses or silences to let the children recite by heart if they can. At the end of each of these first sessions of the week some the teacher would use some flash cards with the picture of the lexical item introduced through the songs, telling its name in Farsi, and then asking the students if they can remind the English equivalent of the item after telling what it is in Farsi. It was repeated for several times till the end of the class. Also, during the repetitions the teacher would shift the manner sometimes by telling the English word asking for its Farsi equivalent, till the end of the class. In case of functional words or other structures exposed through the poems or songs the teacher would ask question about the English equivalent of each item, or vice versa, in form of a game or match with a reward for the one who can remember more than the other ones.

The first half hour of the second session in each week was allocated to some activities based on the songs or poems rehearsed in the last session. Later on the students were taught new vocabulary items, related to the same area or context dealt with through musicality and poem in the previous session. But the difference was in fact lying in the method of exposing the vocabulary input to the children. Definitely, items were introduced to the student in form of a story in Farsi but not with a musical language. In the course of the narration students were exposed to the English equivalent of an intended word. Some exercises were also designed in order to check the level of their knowledge about the new vocabulary acquisition in those stories by using flash cards or games in the same manner as what was done in the previous session of that week. At the end of the session some volunteers were asked to retell the story they had this session by trying to use as much as they can the new English words they had faced. Relatedly at the first session of the next week items covered in the previous session as well as those of the two session ago would be put into practice again by reciting again the songs and poems or retelling the stories they had been told.

## Data Collection

Relying on the procedure of the present study explained above, at the end of the six week syllabus through some oral quizzes the level of the proficiency of the students in absorbing the new vocabulary were measured by trying to evaluate their recall or the involuntary vocabulary rehearsal. To be specific, the quizzes which were hold separately for each learner, consisted of two items: in the first item some flash cards

with pictures were provided and they were asked the name of it in Farsi and English – 30 flash cards, five ones allocated to each of the six vocabulary units within the syllabus. In the second item they were told a new Farsi story, with the familiar vocabulary items; what was in fact like an oral cloze test. Then, they had to fill in the blanks the knowledge of vocabulary they had acquired through the six- week program. Again 30 vocabulary items from the covered six units during the program were selected to grasp validity and objectivity of the study: five items chosen randomly from each unit to fill in the blanks. The blanks to be filled were shown to them by pauses after the teacher had told the English or Farsi equivalent of the appropriate answer. It is necessary to notice that validity of the random vocabularies chosen to be included in the quizzes were checked based on Messick's 'Validation Theory' (1989).

#### 4. Collected Data

The data collected through the interviews were tabulated in this format:

Item I							
		<i>U2 np</i>	<i>U3p</i>	<i>U4 np</i>	<i>U5p</i>	<i>U6 np</i>	
<b>L1</b>	T	✓ 4	T ✓ 3	T ✓ 2	T ✓ 3	T ✓ 2	
	F	✓ 1	F ✓ 1	F	F	F ✓ 1	
	PT	PT	PT ✓ 1	PT	PT	PT	
	PF	PF	PF ✓ 1	PF ✓ 2	PF	PF ✓ 1	
	UN	UN ✓ 1	UN	UN	UN	UN ✓ 1	
	RT	RT	RT	RT	RT ✓ 2	RT	
	RF	RF	RF	RF ✓ 1	RF	RF	
<b>L2</b>	T	✓ 3	T ✓ 2	T ✓ 4	T ✓ 3	T ✓ 2	T ✓ 3
	F		F ✓ 1	F	F	F	✓ 2
	PT	PT	PT	PT	PT ✓ 1	PT	
	PF	PF	PF	PF ✓ 1	PF	PF	
	UN	UN ✓ 1	UN	UN	UN	UN	
	RT	✓ 2	RT	RT ✓ 1	RT	RT ✓ 2	RT
	RF	RF	RF	RF ✓ 1	RF	RF	
<b>L3</b>	T	✓ 3	T ✓ 3	T ✓ 5	T ✓ 3	T ✓ 4	T ✓ 2
	F	F	F	F	F	F	
	PT	PT ✓ 1	PT	PT	PT	PT ✓ 2	
	PF	PF	PF	PF	PF	PF	
	UN	UN	UN	UN	UN	UN	
	RT	✓ 2	RT	RT	RT ✓ 1	RT	
	RF	RF ✓ 1	RF	RF ✓ 2	RF	RF ✓ 1	
<b>L4</b>	T	✓ 3	T ✓ 2	T ✓ 4	T ✓ 2	T ✓ 3	T ✓ 2
	F	F	F	F	F	✓ 1	F
	PT	✓ 1	PT ✓ 2	PT ✓ 1	PT	PT	PT
	PF	PF	PF	PF ✓ 1	PF	PF ✓ 1	
	UN	UN ✓ 1	UN	UN ✓ 2	UN	UN ✓ 1	
	RT	✓ 1	RT	RT	RT ✓ 1	RT ✓ 1	
	RF	RF	RF	RF	RF	RF	
<b>L5</b>	T	✓ 3	T ✓ 2	T ✓ 2	T ✓ 3	T ✓ 4	T ✓ 2
	F	F	F	F	F	F	
	PT	PT	PT ✓ 1	PT	PT ✓ 1	PT	
	PF	✓ 1	PF ✓ 2	PF	PF ✓ 1	PF	PF ✓ 1
	UN	UN ✓ 1	UN	UN	UN	UN	
	RT	✓ 1	RT	RT ✓ 2	RT	RT	
	RF	RF	RF	RF ✓ 1	RF	RF ✓ 2	

<b>L6</b>	T ✓ 5	T ✓ 3	T ✓ 3	T ✓ 3	T ✓ 2	T
	F	F	F	F	F	F ✓ 2
	PT	PT ✓ 1	PT	PT	PT ✓ 1	PT ✓ 1
	PF	PF	PF	PF ✓ 1	PF	PF
	UN	UN ✓ 1	UN	UN	UN	UN
	RT	RT	RT ✓ 2	RT ✓ 1	RT ✓ 2	RT
	RF	RF	RF	RF	RF	RF ✓ 2
<b>L7</b>	T ✓ 4	T ✓ 4	T ✓ 3	T ✓ 3	T ✓ 3	T ✓ 1
	F	F	F	F	F	F
	PT	PT	PT ✓ 1	PT ✓ 1	PT	PT ✓ 1
	PF	PF	PF	PF	PF	PF ✓ 2
	UN ✓ 1	UN	UN ✓ 1	UN ✓ 1	UN	UN ✓ 1
	RT	RT	RT	RT	RT ✓ 2	RT
	RF	RF ✓ 1	RF	RF	RF	RF
<b>L8</b>	T ✓ 3	T ✓ 2	T ✓ 4	T ✓ 3	T ✓ 1	T ✓ 2
	F	F	F	F	F	F ✓ 1
	PT	PT ✓ 1	PT	PT ✓ 1	PT	PT
	PF	PF	PF	PF	PF ✓ 1	PF ✓ 1
	UN	UN ✓ 1	UN	UN	UN	UN
	RT ✓ 2	RT	RT	RT	RT ✓ 3	RT
	RF	RF ✓ 1	RF ✓ 1	RF ✓ 1	RF	RF ✓ 1
<b>L9</b>	T ✓ 4	T ✓ 4	T ✓ 2	T ✓ 2	T ✓ 3	T ✓ 2
	F ✓ 1	F	F	F	F	F
	PT	PT	PT	PT ✓ 1	PT ✓ 1	PT
	PF	PF ✓ 1	PF ✓ 1	PF	PF	PF ✓ 1
	UN	UN	UN	UN	UN	UN ✓ 1
	RT	RT	RT ✓ 2	RT ✓ 1	RT ✓ 1	RT
	RF	RF	RF	RF ✓ 1	RF	RF ✓ 1
<b>L10</b>	T ✓ 4	T ✓ 3	T ✓ 2	T ✓ 1	T ✓ 1	T ✓ 3
	F	F	F	F	F	F
	PT ✓ 1	PT	PT ✓ 1	PT ✓ 1	PT ✓ 1	PT ✓ 1
	PF	PF ✓ 1	PF	PF	PF	PF
	UN	UN	UN	UN	UN	UN
	RT	RT	RT	RT	RT ✓ 2	RT
	RF	RF ✓ 1	RF ✓ 2	RF ✓ 1	RF	RF ✓ 1
<b>L11</b>	T ✓ 3	T ✓ 4	T ✓ 3	T	T ✓ 2	T ✓ 3
	F	F	F	F	F	F
	PT ✓ 1	PT	PT	PT ✓ 3	PT ✓ 1	PT
	PF	PF	PF ✓ 1	PF	PF	PF ✓ 1
	UN	UN	UN	UN ✓ 2	UN	UN
	RT ✓ 1	RT	RT ✓ 1	RT	RT ✓ 2	RT ✓ 1
	RF	RF ✓ 1	RF	RF	RF	RF ✓ 1
<b>L12</b>	T ✓ 3	T ✓ 4	T ✓ 4	T ✓ 2	T ✓ 3	T ✓ 2
	F	F	F ✓ 1	F	F ✓ 1	F ✓ 1
	PT ✓ 1	PT	PT	PT	PT	PT
	PF	PF ✓ 1	PF	PF ✓ 2	PF	PF ✓ 1
	UN ✓ 1	UN	UN	UN	UN	UN ✓ 1
	RT	RT	RT	RT	RT ✓ 1	RT
	RF	RF	RF	RF ✓ 1	RF	RF

**Item II**

	<i>U1p</i>	<i>U2 np</i>	<i>U3p</i>	<i>U4 np</i>	<i>U5p</i>	<i>U6 np</i>
<b>L 1</b>	T ✓ 3	T ✓ 2	T ✓ 3	T	T ✓ 5	T ✓ 2
	F	F	F ✓ 1	F	F	F ✓ 1
	PT	PT ✓ 1	PT ✓ 1	PT ✓ 2	PT	PT
	PF	PF	PF	PF ✓ 1	PF	PF
	UN	UN	UN	UN ✓ 1	UN	UN ✓ 1
	RT ✓ 2	RT	RT	RT	RT	RT
	RF	RF ✓ 2	RF	RF ✓ 1	RF	RF

<b>L2</b>	T	✓ 4	T	✓ 3	T	✓ 3	T	✓ 2	T	✓ 3	T	✓ 3
	F		F		F		F		F		F	✓ 1
	PT	✓ 1	PT		PT		PT	✓ 1	PT	✓ 2	PT	
	PF		PF		PF		PF	✓ 1	PF		PF	
	UN		UN		UN		UN	✓ 1	UN		UN	
	RT		RT	✓ 1	RT	✓ 2	RT		RT		RT	✓ 1
	RF		RF	✓ 1	RF		RF		RF		RF	
<b>L3</b>	T	✓ 2	T	✓ 2	T	✓ 3	T	✓ 3	T	✓ 4	T	✓ 2
	F	✓ 1	F		F		F		F		F	
	PT	✓ 1	PT		PT	✓ 1	PT		PT		PT	✓ 1
	PF		PF	✓ 2	PF		PF	✓ 1	PF		PF	
	UN		UN		UN		UN		UN		UN	
	RT	✓ 1	RT		RT	✓ 1	RT		RT	✓ 1	RT	
	RF		RF	✓ 1	RF		RF	✓ 1	RF		RF	✓ 2
<b>L4</b>	T	✓ 4	T	✓ 2	T	✓ 3	T	✓ 1	T	✓ 3	T	✓ 5
	F		F		F		F		F		F	
	PT		PT		PT	✓ 1	PT		PT	✓ 1	PT	
	PF		PF		PF		PF	✓ 2	PF		PF	
	UN	✓ 1	UN	✓ 1	UN		UN	✓ 1	UN		UN	
	RT		RT	✓ 1	RT		RT	✓ 1	RT	✓ 1	RT	
	RF		RF	✓ 1	RF	✓ 2	RF		RF		RF	
<b>L5</b>	T	✓ 4	T	✓ 3	T	✓ 1	T	✓ 2	T	✓ 3	T	✓ 1
	F		F		F		F	✓ 1	F		F	
	PT		PT	✓ 1	PT	✓ 1	PT		PT	✓ 1	PT	✓ 1
	PF		PF		PF		PF		PF		PF	✓ 2
	UN		UN		UN		UN		UN		UN	
	RT	✓ 1	RT		RT		RT		RT	✓ 1	RT	
	RF		RF	✓ 1	RF	✓ 1	RF	✓ 2	RF		RF	✓ 1
<b>L6</b>	T	✓ 3	T	✓ 2	T	✓ 3	T	✓ 2	T	✓ 4	T	✓ 2
	F		F	✓ 1	F		F		F		F	
	PT		PT		PT	✓ 1	PT		PT		PT	
	PF		PF	✓ 1	PF		PF	✓ 1	PF		PF	✓ 2
	UN		UN		UN	✓ 1	UN	✓ 1	UN		UN	✓ 1
	RT	✓ 2	RT		RT		RT		RT	✓ 1	RT	
	RF		RF	✓ 1	RF		RF	✓ 1	RF		RF	
<b>L7</b>	T	✓ 3	T	✓ 3	T	✓ 4	T	✓ 1	T	✓ 5	T	✓ 3
	F		F		F		F		F		F	
	PT		PT		PT	✓ 1	PT	✓ 1	PT		PT	✓ 1
	PF	✓ 1	PF		PF		PF	✓ 2	PF		PF	
	UN		UN	✓ 1	UN		UN		UN		UN	
	RT	✓ 1	RT		RT		RT	✓ 1	RT		RT	
	RF		RF	✓ 1	RF		RF		RF		RF	✓ 1
<b>L8</b>	T	✓ 5	T	✓ 3	T	✓ 4	T	✓ 2	T	✓ 3	T	✓ 2
	F		F	✓ 1	F		F		F		F	
	PT		PT		PT	✓ 1	PT		PT	✓ 1	PT	✓ 2
	PF		PF		PF		PF	✓ 2	PF		PF	
	UN		UN		UN		UN	✓ 1	UN	✓ 1	UN	✓ 1
	RT		RT	✓ 1	RT		RT		RT		RT	
	RF		RF		RF		RF		RF		RF	
<b>L9</b>	T	✓ 4	T	✓ 4	T	✓ 5	T	✓ 2	T	✓ 3	T	✓ 3
	F		F		F		F		F		F	✓ 1
	PT		PT		PT		PT	✓ 1	PT	✓ 1	PT	
	PF		PF		PF		PF		PF		PF	
	UN		UN	✓ 1	UN		UN	✓ 1	UN		UN	
	RT		RT		RT		RT		RT		RT	
	RF	✓ 1	R		RF		RF	✓ 1	RF	✓ 1	RF	✓ 1



<b>L10</b>	T	✓5	T	✓3	T	✓2	T	✓3	T	✓3	T	✓1
	F		F		F		F	✓1	F		F	✓1
	PT		PT		PT	✓2	PT		PT		PT	✓2
	PF		PF		PF		PF	✓1	PF	✓1	PF	
	UN		UN		UN		UN		UN		UN	✓1
	RT		RT	✓1	RT	✓1	RT		RT	✓1	RT	
	RF		RF	✓1	RF		RF		RF		RF	
<b>L11</b>	T	✓4	T	✓2	T	✓3	T	✓2	T	✓4	T	✓2
	F		F		F		F		F		F	
	PT	✓1	PT	✓1	PT		PT	✓1	PT		PT	
	PF		PF	✓1	PF	✓1	PF	✓2	PF	✓1	PF	✓2
	UN		UN		UN		UN		UN		UN	
	RT		RT		RT	✓1	RT		RT		RT	
	RF		RF	✓1	RF		RF		RF		RF	✓1
<b>L12</b>	T	✓3	T	✓3	T	✓4	T	✓2	T	✓3	T	✓2
	F		F	✓2	F		F	✓2	F		F	
	PT	✓1	PT		PT		PT		PT		PT	
	PF		PF		PF		PF		PF		PF	✓2
	UN	✓1	UN		UN		UN	✓1	UN		UN	
	RT	✓1	RT		RT	✓1	RT		RT	✓2	RT	
	RF		RF		RF		RF		RF		RF	✓1

L = Learner

U = Unit

p = Poem-based

np = Not based on poem and song

T= True Answers

F= False Answers

PT= True Answer after some pauses

PF= False Answer after some pauses

UN= Unanswered

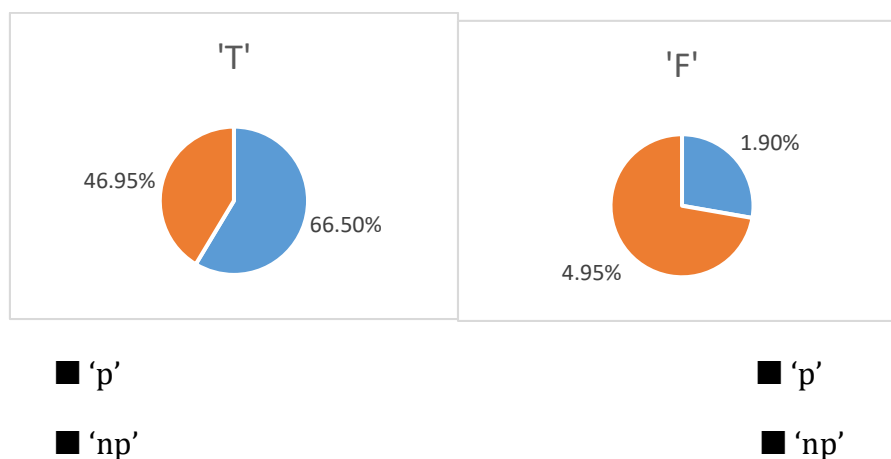
RT= True Answer after the teacher's repetition of the Farsi or English equivalent

RF= False Answer after the teacher's repetition of the Farsi or English equivalent

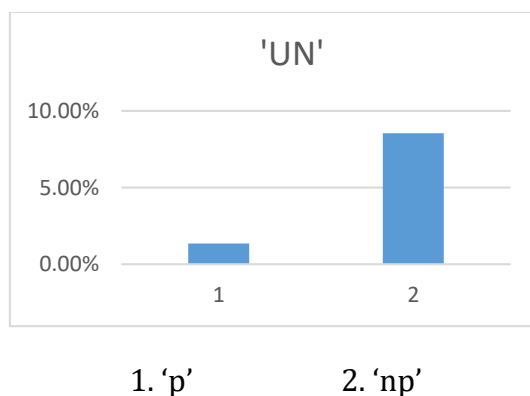
## DATA ANALYSIS AND RESULTS

The classified collected were then put into analysis in light of the mean percentage in case of each item and sequentially each pair of correspondent outcomes ( 'p' and 'np') were compared to one another. For a more clear-cut reflection they were diagramed as follows:

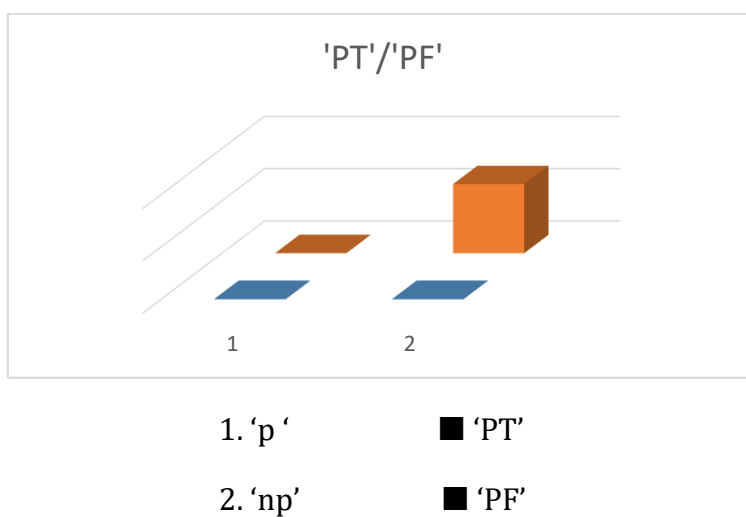
### 5: 1. 'T' / 'F'



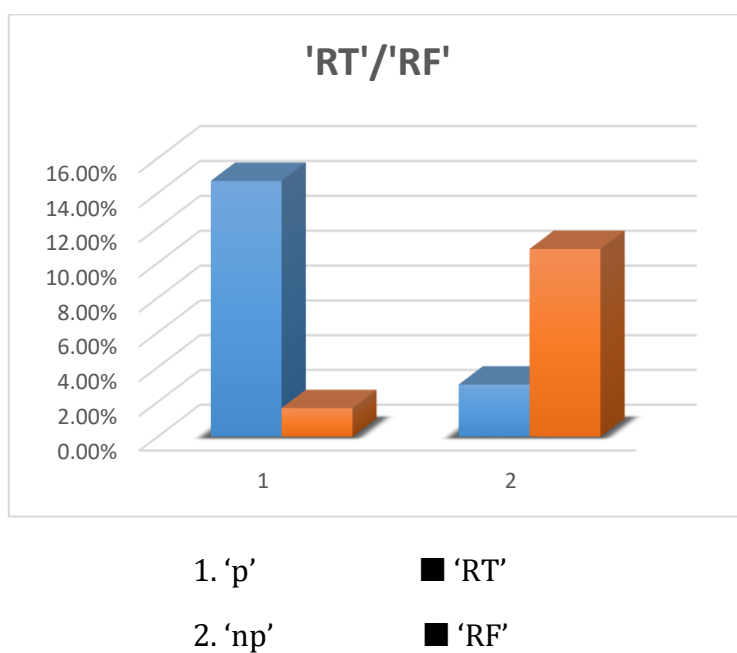
### 5: 2. 'UN' ('p' and 'np')



### 5: 3. 'PT'/'PF' ('p' and 'np')



### 5.4. 'RT'/'RF' ('p' and 'np')



Taking into consideration the above data and diagrams, some important results can be inferred:

1. As the percentages show, in case of T/F, all the 12 learners were more successful in providing true answers when dealing with the items containing vocabulary from the poetic input, rather than the none-poetic one, they had during the sessions. This can indeed be a good proof to the positive effect of the rhythmic and prosaic effects of poetry in teaching vocabulary to EFL learners. Relatedly, such a fact, can be inferred from when the greater percentage of the false answers to the items vocabulary acquired through non-poetic method is compared to the number of false answers in case of poem-based vocabulary items acquired. Additionally, focusing on the matter of Standard Deviation (SD), can be also much meaningful in comparing false answers in *p* and 'np', vocabulary items: 1.7 for 'p' while 5.6 for 'np'. Actually here deviation from the mean number of false answers can be inferred to stand for the homogeneity or inhomogeneity of the samples (12 learners). Another way, it can be claimed that in case of 'p' the lower SD rate shows the less variety or the fact that learners were more or less of the same rate of false answers; what can be taken that acquiring vocabulary items through poetic and rhymed input has been nearly of the same effectiveness in all the 12 learners. In contrast, dealing with the rate of SD for 'np' sheds light on less homogeneity between the samples' knowledge of the vocabulary acquired that can indicate something important: rhyme and meter or poem-based vocabulary input can affect the learners much more by reducing the possibility of probable inhomogeneity caused by some learner's weakness in dealing with non-poetic vocabulary input.
2. The percentage of the unanswered items can also be illuminating in this study: only in 1.35% of the 'p' items, the learners remained silent or were unable to reply while the rate in case of 'np' was 8.3. The inability to provide an answer can stand for the fact that the act of lateralization has not been done well; what prospectively may stand for the fact that the method through which the input is exposed to the learners is not effective enough. Thus, it can be ascertained that learners had less difficulty to answer to vocabulary items acquired based on poems.
3. Pause or hesitation in answering a vocabulary test or item is much significant and can stand for two things at least: first of all that the learner is not sure about the true answer because acquisition procedure has not been effective enough at some points or secondly, to mean that the process of involuntary mental rehearsal (din) has not been catalyzed efficiently through the exposed input. To take into consideration the significance of pauses in the present study, it was divided into two sub-items: true or false answers after the occurrence of pauses. The data analysis then showed on average 8.6% of true answers after the learners' hesitations in case of poem-based vocabulary materials while the average rate in case of the unpoetic input was 7.1%. There is therefore not much

difference between the two items from this perspective and this fact implies the natural hesitation of learners for putting the effort in to find the answers by dealing with the probable passive vocabulary items acquired. However, the analysis shows quite different results when it comes to the issue of false provided answers after pauses. Precisely, the average percentage for poem-based 'PF' was only 3% while it was 13.2% for non-poem based vocabulary items. This in then to prove the fact that learners had much more doubts about the meaning of the vocabulary items they had acquired through the no-poem based inputs and even after some hesitations for getting to the true answers they were not successful. This might again stand for the fact that words learned through such a method were not in their mind as active as those acquired through poem-based materials.

4. The last item which was measured in this study is the matter of 'repeating' and how it might help the learners to find the true answers which they were unable to get at the first time the item exposed to them. To check the effect of 'repeating' then the average percentage of the true or false answers provided by the learners after the teacher's rereading of the item was calculated. Actually, such an act of 'repeating' would stimulate their mind so as to recheck their knowledge of the vocabulary item put into question; a process directly affected by their involuntary mental rehearsal. Hence, the number (or percentage) of true or false answers provided by the learners in case of the poem-based vocabulary items and those not acquired through poem and rhyme on the total level can be taken as a good category to measure the effect of relying on poem as an effective vocabulary teaching method. What was found by data analysis in this study was then to prove such a fact as the 'RT' range was 14% in case of the questions which their answers were acquired through poem while it was 3.1% for the non-poem based ones. Relatedly, 'RF' percentage for the former was only 1.1% which is rather low in comparison to that of the latter which was 11.6%.

## CONCLUSION

The present study was an attempt to focus on a sample of Iranian Pre-School Children's EFL program revolving around vocabulary learning through the exposition of input through a kind of bilingual poetry. As a matter of fact, such a method might be claimed to be much advantageous since the musical and rhythmic features of a language – the mother tongue – to a great extent can stimulate the learners' mind by stimulating their involuntary mental rehearsal; a process which in case of vocabulary teaching can be much efficient since for pre-school EFL learners 'recall' plays a major role in the field of vocabulary learning by activating the probable passive inputs; thus catalyzing or facilitating the process of lateralization and acquisition.

Going through the study and analyzing the data gathered, it can now be rather likely to confirm the positive effects and benefits of relying on a poem-based vocabulary acquisition method. Consequently, on such a basis this study can provide reliable answers to the aforementioned 'Research Questions'. Precisely, the study was successful

to a great extent to depict how a kind of bilingual poetry, written based on the rhythmic and prosaic features of Iranian learners' first language which is Farsi, could be much effective through facilitating the process of Involuntary Vocabulary Rehearsal and recall; what was indeed because of the way a method of that quality is able to stimulate the learners lateralization of the English vocabulary items and their Farsi equivalents via rhythm, prosody and its outstanding unique feature which is the facility of repeating and recalling what is versified.

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## Appendix 1

**Session 1**

Apple میوه ی بهشته  
 Book تو کتاب نوشته  
 شیرین و سرخ، Red, Sweet  
 عجب چه Big درشته  
 \*\*\*\*

منم منم پرتقال  
 Orange ناب شمال  
 نارنگی هم Tangerine  
 تازه Fresh سرحال  
 \*\*\*\*

هلوPeach و زردآلو  
 Ripe , Apricot پخته او  
 گیلاس Cherry، آلبالو  
 Black Cherry سیاه رو  
 \*\*\*\*

Cucumber خیارم  
 Green و سبز، باحالم  
 با Tomato که گوجه  
 توی Salad سالادم  
 \*\*\*\*

Hot چه تند، پیازم  
 Onion اشک سازم  
 دوست Garlic بدبو  
 اون سیر تند و نازم  
 \*\*\*\*

Pineapple, Banana موز  
 آناناس ناب و خوشگل  
 میوه ی استوایی  
 Tropical باب دل  
 \*\*\*\*

خربزه هستش Melon  
 هندونه Watermelon  
 Cantaloupe هم طالبی  
 میل همه تو هر سن  
 \*\*\*\*

Carrot داره Vitamin  
 همون هویج، ویتامین  
 برای Eye مفیده  
 برای چشم تیز بین  
 \*\*\*\*

Pomegranate اناره  
 اصلا رقیب نداره  
 دلم می خواد ، انار Juice  
 آب انار که حال میاره  
 \*\*\*\*

**Session 2**

دو سه شب پیش شام یه party و مهمونی خیلی بزرگ داشتیم خونمون. باید کلی خرید و shopping انجام می دادیم. مادرم که طبق معمول همش stress و اضطراب داشت که همه کارها رو برسه انجام بده: غذاها و . foods

شیرینی و pastries چای و tea و . desert دسر میوه ای. تازه قبل اینا باید house cleaning و تمیزکاری خونه انجام می شد. وای چقدر طول کشید. خلاصه قبل مهمونی برا آماده کردن دسر ها کلی میوه می خواستیم. البته قبلا پدرم میوه های اصلی یعنی خیار و سیب و cucumber و apple رو گرفته بود. به علاوه orange و پرتقال و موز و انگور و . grape اما برا میوه های توی دسر کلی چیز دیگه نیاز بود. من و داداش بزرگم قرار شد بریم به میوه فروشی بزرگ یعنی به fruit store که رفیق uncle و عموم بود . مادرم کلی میوه میخواست : pine : apple و آناناس mango , و انبه ، نارگیل و . coconut توت فرنگی و . strawberry تمشک و raspberry. lemon. همه اینا رو میخواست مامانم. وای. نزدیک نیم ساعت تو میوه فروشی مشغول بودیم. بالاخره کارمون تموم شد. اومدیم تو خیابون street که take a taxi. تا تاکسی گرفتیم یهو مادرم زنگ زد به گوشی همراه و mobile من. وای خدا . گفت یادش رفته که برا یه خورشت و stew به و quince می خواسته. بادمجون و eggplant هم برا برانی که بریزه تو yoghurt و ماست . تازه گفت می خواد برا تزئین کدو تنبل و کدو سبز یعنی pumpkin و zucchini هم بگذاره دور dish و غذا. اونا رو هم باید می گرفتیم. وای خدا. تا برگردیم نزدیک ساعت پنج شد. می دونید چی شد بعد ده دقیقه مادرم یهو منو صدا زد از kitchen و آشپزخانه و گفت: وای پسرم olive و زیتون یادم رفت . بدو برو بگیر. قربون پسر!

## Appendix 2

### Session 3

Baker که باشه نونوا

نون می پزه bread تا

ما بخوریم happy شاد

شکر خدا و thank God

\*\*\*\*

کارمند یه دفتری، clerk تو یه office

نامه ها letters به دستم جواب، نویسم answer

Responsible من زیاد، مسئول کار بسیار

راضی و content از من، my boss همون رییس،

\*\*\*\*

Physician و Doctor ام

پزشک و طبیب ، ماهر

ماهر و Ingenious

به تشخیص diagnosis قادرم

تو فهم illness, sickness

بیماری، استاد ، master ام

قرص و pill و شربت، Syrup

به دوا، drug دارم

Patient و مریض تو هر حال

برا درمان cure حاضر

این وظیفه و این duty

نمیره هرگز از خاطر

\*\*\*\*

Tailor و خیاطم من

کارم sew باشه، دوختن

sewing machine و needle

چرخ خیاطی و سوزن

Iron دارم من اتو

Tape measure و متر حتما

یه عالمه نخ thread

نیاز این technique

button و دکمه، قیچی

Scissors که cut بریدن

\*\*\*\*

سنجاق و pin و پارچه

cloth ، satin و ساتن

wool نخی و پشمی  
 Indian, chintz چیت هندی  
 silk مخمل  
 light و dark و تیره، روشن  
 soon هرچی باشه زود و  
 می دوزم مثل آب خوردن  
 shirt پیرهن مردونه  
 skirt یعنی دامن  
 dress لباس و شلوار  
 fit ,trousers قد تن  
 \*\*\*\*

من دارم یه shop یه دکان  
 خوار و بار و grocery در اون  
 Two apprentice و دو شاگرد  
 دارم هردو young و جوان  
 خیلی things، many چیز دارم  
 خرید ازم shopping , easy آسون  
 Cereal غلات ، آرد Flour  
 Spice، ادویه فراوان  
 Oil و روغن ، برنج Rice  
 لبنیات، dairy پر و پیمون  
 تخم مرغ و egg هم که هست  
 Sugar شکر و soap صابون  
 نوشیدنی ها و drinks  
 باطعم گوناگون flavor  
 مشتری ها customers  
 همه appreciative و ممنون  
 Price و قیمت چون خوب  
 مناسب و cheap ارزون و  
 گرون فروشی overcharge  
 چون نکنم بی گمون  
 \*\*\*\*

نجارم و Carpenter  
 دروگر یا که jointer  
 واردم به منبت  
 استاد و یه wood cutter  
 با هر نوع چوبو wood کارم  
 Type اش فرق داره differ  
 با الوار یا که با board  
 با تخته و با lumber  
 میخ دارم و nail زیاد  
 هم چکش و هم hammer  
 رنده Plane ، file سوهان  
 تیغه ی تیز و cutter  
 اره ی تیز یه sharp saw  
 تو برش، cut من ماهر  
 Emery دارم سنباده  
 Vise، گیره های چغیر  
 چسب برا چوب ، wood glue  
 منگنه و stapler  
 صندلی، chair، میز table



تخت bed و مبل، furniture  
هرچی بخوای می سازم  
I can, می تونم، من قادر

#### Session 4

یه day با مادر بزرگم رفتیم بازار traditional و سنتی شهرمون. اونجا پر از shop و مغازه های جورواجور بود. اول رفتیم قصابی. مادر بزرگم از butcher قصاب یک کیلو meat و گوشت خرید. گوشت lamb و بره تازه و fresh. مغازه ی بقلی که next to قصابی بود کفایتی بود. کفایت و shoe maker بازار آشنای مادر بزرگمه. یه relative و خویشاوند دور. قرار بود به کفش comfortable و راحت برای مادر بزرگم بدوزه. آخه نمیتونه مامان بزرگ هر کفشی رو بپوشه. کفش رو گرفتیم. رفتیم سمت مغازه gold Smith. طلا فروشی آقای سعیدی. دوست و فرند بابام. آخه برا birthday party آخر هفته، جشن تولد خواهرم مادر بزرگم میخواست یه گیفت و هدیه بگیره برا خواهرم الناز. الناز خیلی bracelet و النگو دوست داره. مغازه پر بود از ring و انگشتر Ear rings. گوشواره ها و necklace. گردنبند های قشنگ. بعد کلی گشتن یه bracelet خیلی خوشگل رو مامان بزرگ انتخاب کرد و آقای فرهادی انو گذاشت تو یه پاکس و جعبه ی قشنگ. رنگش pink بود و یه ribbon سفید. من خیلی tired و خسته شده بودم. اما مادر بزرگم هنوز کارش تموم نشده بود. باید میرفتیم تعمیرگاه چون پنکه رومیزی مون رو داده بودیم برا repair. Stand fan ما مثل قبل درست و properly کار نمی کرد. از شانس ما پنکه ready نشده بود، آماده نشده بود چون یه قطعه و segment اون خراب بود و نیاز به تعویض و exchange داشت Order. داده بود آقای تعمیرکار و repairman اما تاخیر داشت. یه delay عجیب. بعد پنج روز هنوز نرسیده بود Repairman. گفت تا رسید قطعه سریع درست میکنه برامون. تو دلم گفت دیگه الان میریم خونه حتما. خوشحال شدم کلی. اما مادر بزرگم گفت سیروس جون پاشو بریم یه جا دیگه مونده: مغازه لیلا خانم که شاید میشه گیفت یه خرازی بود یه haberdashery. البته فکر کنم بهتره یه اسم دیگه روش گذاشت. نمیدونم. اوف. یعنی الان دوساعت اونجا کار مادر بزرگم طول میکشید حداقل at least two hours. میدونید why؟ چون که تو اون store و فروشگاه همه چی پیدا میشد: لباس زنانه، women's wares، لوازم آرایش cosmetics، kitchen wares و لوازم آشپزخانه. مثل تابه و پن بشقاب و plate انواع چاقو و knife. کلی هم قاشق و چنگال fork و knife. یعنی کلی قفسه و shelf و اونجا بود پر از وسیله. اسم فروشگاه رو میدونید چی گذاشته لیلا خانم: جعبه جادو... خخخ. واقعا مثل magic box بود: همه چی از توش درمیومد. کلی معطل شدم اما آخرش surprise شدم واقعا غافل گیر: مامان بزرگ یواشکی یه جعبه color pencils خرید از لیلا خانم و داد تو راه بهم: یه جعبه مداد رنگی بیست و چهار تایی.

#### Appendix 3

##### Session 5

یه friend دارم قدیمی  
دوست intimate صمیمی  
رفتم روزی شهر او  
برد من رو باغ وحش zoo  
اونجا پر از animal  
حیون شاد و خوشحال  
یه شیر یه lion یه big گرگ  
یوز، wolf، cheetah ای بزرگ  
fox و پلنگ و tiger  
رو به panther، ببر حاضر  
Giraffe گردن دراز  
همون زرافه ی ناز  
خرس و bear، snake مار  
لاک پشت و turtle بسیار  
چند elephant، فیل شاد  
Weasel و راسو زیاد  
می شکوند monkey یا میمون  
تخمه با tooth و دندان  
Deer و آهو اسب و horse  
گربه cat و موش و mouse  
سگ و dog، سمور و sable  
Zebra گور، شغال و Jackal

Donkey دانکی، الاغ مارمولک  
 Lizard رو زمین flee، کک  
 گاو cow و ox خوشگل  
 گوسفند، شتر Sheep، camel  
 تو قفس falcon, cage، باز  
 Goat بز و boar و گراز  
 پرندۀ پس فراوون  
 پرها، feathers گوناگون  
 طوطی، parrot، اردک duck  
 Goose غاز و طاووس peacock  
 خروس cock، جوجه Chicken  
 همین طور مرغ hen  
 همچنین stork و لک لک  
 برا شکار تو آب تک تک  
 اون جا یه hawk، یه شاهین  
 Eagle عقاب نیز بین  
 پر از pigeon کبوتر  
 Hoopoe و شانه به سر  
 کنار این حیوون ها  
 یه pool بود حوضی زیبا  
 توش پر آب و water  
 ماهی ها و fish نادر  
 Frog، قورباغه و هشت پا  
 Octopus، نه یکی چند تا  
 Shrimp و میگو، فک و seal  
 Crocodile، همون کورکدیل  
 کوسه و shark و نهنگ  
 Wale و lobster و خرچنگ  
 Oyster صدف، مارماهی  
 پر eel، یه جا گاه گاهی  
 این همه حیوون good  
 حیوون خوب تو zoo بود  
 لذت بردیم از تماشا  
 Enjoy از watch کردن ما  
 اما خوش تره animal آزاد  
 فری تو جانگل و جنگل شاد  
 یا happy تو sea و دریا  
 خوشحال marines، آبی ها

## Session 6

یاد summer های زمان بچگی بخیر. اون تابستون ها همش با بابا بزرگم تفریح میکردیم. اون عاشق fishing و ماهیگیری بود. چند تا قلاب و hook عالی هم داشت. روزی دو سه ساعت با هم میرفتیم اون آبگیر و pond نزدیک شهر. دور تا دورش reeds بود و یه عالمه lotus و نیلوفر هم رو آب بود. قوها و swans هم که زیاد بودند اونجا. مرغ ماهی خوار و pelican هم تو چندین flock دسته دسته. همیشه برا طعمه و bait قبل ماهیگیری با پدر بزرگم worm جمع میکردیم. ماهی ها عاشق کرم خاکی اند. پدر بزرگم تمام ماهی ها رو می شناخت: قزل آلا trout، کپور و dace، اردک ماهی و pike. همیشه موقع ماهیگیری باید ساکت بودیم و silent که ماهی ها در نرن و حواسمون پرت نشه. برا همین من که حوصله سر میرفت سرمو گرم میکردم با نگاه کردم به این ور و اون ور هر چند دقیقه چند تا butterfly و پروانه می اومد سمت من dragon fly و سنجاقک هم که خیلی زیاد بود. اون طرف pond یه forest بود. یه بیشه پر از درخت و tree. رو شاخه و branch درختا کلی پرندۀ می نشست martin: سار، گنجشک و sparrow، چلچله و robber، swallow و کلاغ. Black bird و زاغچه هم بود Wood pecker. و دارکوب هم داشت فراوون. از دور روی زمین و لای grass ها علف هم کلی

partridge و کبک و quail و بلدرچین معلوم بود. آخه اونا دائم دنبال ant و مورچه، کرم و worm هستند. عاشق سوسک و cockroach هم هستند. اگه پیدا centipede و grasshopper یعنی هزار پا و ملخ هم می خورند. رویه درخت خیلی بلند هم یه hive و کدو بود. فکر کنم بخاطر flowers و گل های خوشبو کلی زنبور عسل و bee اون اطراف بود. حیوون های دیگه ای هم بودن اون اطراف. مثل سنجاب و squirrel که هی از این درخت به اون tree می پریدند. فکر کنم بخاطر مورچه های فراوان anteater و مورچه خوار هم داشت. یه روز چند تا بچه آهو و fawn هم دیدم که لای درختا بازی می کردند. وای یادش بخیر دم غروب و dusk قبل برگشت صدای frog و قورباغه بلند می شد. خفاش ها و bat ها هم پیداشون می شد. البته از همه بیشتر صدای crickets و جیرجیرک ها میومد. وای کلی mosquito و پشه هم از راه می رسیدند بهو. این ها همه مثل نشونه بود که یعنی دیگه باید برگردیم. home تو راه و home و خونه کلی با پدر بزرگم حرف می زدیم در مورد animal هایی که اون روز دیده بودم. عجب تابستون هایی بود: واقعا memory های شیرینی دارم از اون روزا: خاطرات sweet. یادش بخیر!

#### Appendix 4

##### Sample Test

##### Item One



(Pomegranate / انار)



(Skirt / دامن)



(Fork / چنگال)



(Quail / بلدرچین)



(Olive / زیتون)



(Sheep / گوسفند)

##### Item Two

دیروز مادرم گفت برو قصابی یک کیلو گوشت ----- (meat) بخر. من رفتم. تو راه برگشت جلو یه مغازه چند تا chicken ----- (جوجه) دیدم. دلم خواست بخرم. اما یادم اومد پول ندارم زیاد. چون مادر زنگ زد گفت سر راه داری میای از خوار و بارفردشی flour ----- (آرد) بخر. چون خودم وقت ندارم باید نسخه رو ببرم داروخانه قرص ----- (pill) بگیرم برا مادر بزرگت که حالش خوب نیست. مادر بزرگ خوبم درمان ----- (cure) میشی ان شاءالله که diagnosis ----- (تشخیص) پزشکت واقعا خوبه ماشاءالله