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The Effects of Songs to Improving Listening Comprehension Skill

The Case of Third Year Pupils at Ahmed Ben Taleb Ourlal Middle School

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Declaration

I'm, Nouigua Nada Chourouk El-Islam, hereby declare that this work in this dissertation titled "The Effects of Songs to Improve Listening Comprehension Skill: The Case of Third Year Pupils at Ahmed Ben Taleb Ourlal Middle School" is my own work, conducted under the supervision and guidance of Dr. Bacher Ahmed. This dissertation was not previously presented for the award of any other degree. Also, the information extracted from the literature is provided a list of references. This study was conducted and completed for the academic year 2023/ 2024, at Mohammed Kheider University of Biskra; Algeria Certified.

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Dedication

I dedicate my work to my parents, who stood beside me through good and trying times,

Encouraging me to be the successful woman that they wanted me to be.

To my beautiful and amazing friend, Safa.

To my secret person, who was my source of love.

To my sisters: Achwak, Meriem, and Yasmine.

To all my amazing teachers.

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Favors in helping me to complete this work.

A number of people lent a hand to complete this thesis and show thanks can be enough

To express my gratitude and appreciation.

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express my gratitude for his invaluable and practical guidance.

Secondly, I would also like to express my gratitude and admiration to my examiners

Thirdly, I thank to all my beautiful pupils who took part in my research.

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Abstract

This research focuses primarily on listening comprehension among various language skills, particularly investigating the impact of utilizing songs to enhance listening comprehension in EFL (English as a Foreign Language) classrooms. The dissertation comprises three chapters: two theoretical and one practical. Conducted with third-year middle school pupils, the study collects their feedback through questionnaires and tests. The results indicate a positive impact of incorporating songs on learners' listening comprehension skills. Analysis of the questionnaire and test data revealed several key findings. Firstly, a majority of learners reported noticeable improvements in their listening comprehension due to the use of songs in EFL classes. Secondly, learners expressed high levels of engagement and enthusiasm during these activities. Furthermore, the findings highlight a significant correlation between exposure to English songs and enhanced listening abilities. Listening to songs in the target language emerged as crucial in developing listening competence.

In conclusion, this study underscores the vital role of listening skills in enhancing overall listening comprehension proficiency. The findings strongly support the hypothesis that integrating English songs into EFL classes significantly improves learners' listening skills.

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Résumé

General Introduction

Listening is considered as a crucial skill that the learners need to master while they are learning a foreign language. listening is the ability to accurately receive messages in the communication process through particular stages: receiving , understanding , remembering , evaluating and feedback .listening is a difficult skill , because of that learners face some challenges when learning the English language due to many factors that affect the learning process (they start studying reading skill) for instance : they cannot understand the native speakers; therefore, teachers attempt to use particular methods to ameliorate the listening comprehension skill. One of them is songs, it is a motivated and helpful tool for learners to acquire the language, it gives them some kind of energy and stimulate their emotional attitudes, also help them to memorize and recognize the vocabulary when they hear it and they will be able to use it in the right context.

Statement of the problem

Nowadays, acquiring a foreign language presents significant challenges, particularly in areas such as vocabulary, grammar, and listening comprehension. In this case, teachers seek solutions to aid learners in overcoming the problems they face during the learning process. Currently, songs could be beneficial in enhancing listening comprehension skills and assisting learners in grasping new vocabulary and expressions, thereby facilitating understanding of native speakers of the language.

Aim of study

This study endeavor to examine the impact of songs on learners of English language In order to ameliorate their listening comprehension skill, also to prove if songs are really useful and helpful in this process.

Research questions and hypothesis:

The study treats the following questions:

Is it useful to use English songs to enhance middle school learners listening skill? How is this possible?

In what way can listening to English songs motivate learners to acquire English?

Why is there a need to introduce English songs in a non- native EFL classes?

The research process structured the following hypothesis

If English songs are eased into EFL English classes, learners 'listening skill will be significantly enhanced.

Methodology

In this current research, we employ a mixed methods approach. To validate our study, we will randomly select 30 third-year learners from a middle school to gather data. The process involves distributing a questionnaire to understand their perspectives on using songs in EFL classes to enhance listening comprehension skills. Additionally, we will administer both pre-tests and post-tests.

The structure of the study

This research is divided into three main chapters. The first chapter is about The first variable "listening skill" its importance in EFL classes, process of listening, the Difficulties that learners face during the listening process...etc the second chapter represents "Songs" definition , their importance, challenges when listening to English songs,..... etc.

The third chapter represents the choice of the study and data analysis of the study; moreover, the data analysis and interpretation of Learners' questionnaire and it finishes with some pedagogical implications.

Theoretical Background

Chapter one:

Nature of the Listening Skill in Foreign Language Classes

Introduction

Learners encounter challenges when acquiring a foreign language. For instance, individuals discover that they are not capable to understand spoken words, recorded materials, tunes, or even discussions. This is caused by a variety of things, including the speed of native speakers, pitch, accent, and so forth. This incapacity causes further language comprehension challenges. It is therefore necessary to introduce them to it by listening. Consequently, listening is regarded as the most fundamental ability in language learning since it requires exposure to and acclimatization to the language before one can begin speaking it and comprehending it. This chapter will provide: definitions of listening, the process of listening , its importance in EFL classes , its types , teaching listening activities , teacher's role during listening activities , and also the definition of listening comprehension , its strategies, and the problems that learners face with listening comprehension .

1.1 Definition of Listening as a Learning Skill

Rankin (1926, p.4) defines listening in the following terms “The ability to understand spoken language”. In other words, it is the ability to comprehend spoken words and sentences, and it reveals the skill to interpret meaning through verbal communication.

Nichols (1948, p.4) couches the definition of listening as follows: “The comprehension of expository materials presented orally in a classroom situation”. Differently stated, it is the ability to understand information that is presented in classroom setting .by using expository materials which helps learners improve their listening comprehension skill.

Vandergrift (1999, p.168) defines listening as “a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. In other words, listening is a multifaceted in nature because it involves cognitive tasks which contextualize it with the immediate and sociocultural context.

Rankin (1926) emphasizes fundamental comprehension of verbal communication. Nichols (1948) focuses specifically on listening within educational contexts, defining it as the comprehension of oral expository materials presented in classrooms and highlighting its crucial role in understanding instructional content. Vandergrift's (1999) definition underscores the cognitive demands and contextual nuances of effective listening, illustrating its multifaceted nature beyond basic comprehension.

Overall, listening is an important skill which helps the listener to have the capacities to understand spoken language based on its nature and its context.

1.2 The Process of Listening

The communicator decodes words and messages in any communication process using the following five steps: receiving, understanding, evaluating, remembering, and responding

1.2.1 Receiving

Receiving involves hearing and attending, hearing is the physiological process of recording sound waves as they strike the tympanum is called hearing. As simple as it may sound, the ability to physically hear what we are listening to is a prerequisite for using listening as an efficient information gathering tool. Should we be hard of hearing, our capacity to pay attention will be tested. An environment with too much noise can make it

difficult to hear sound waves. Attending accurately recognizing and interpreting certain sounds we hear as words is the process of attending. Until we assign meaning to sounds in context, they remain meaningless to us. (Sage Flex for Public Speaking, n.d.)

1.2.2 Understanding

Understanding is when the listener uses a process known as decoding to ascertain the context and meanings of the words that are heard. Comprehending something means that the listener has determined its context and meaning of words that the speaker is trying to convey. One strategy to fill in any gaps in the mental reconstruction of the speaker's message is to ask questions in order to gain a deeper comprehension of their meaning. (Sage Flex for Public Speaking, n.d.)

1.2.3 Evaluating

On this level, the listeners assesses the information that they received qualitatively and quantitatively, also it permits the listeners to form an idea of what they heard to start thinking about a response if necessary; moreover, it happens when the listeners comprehend what the speaker says, thus a listener can evaluate a speaker's message more effectively if they have a clear comprehension of it and are not distracted by ambiguity or needless discussion of irrelevant or tangential matters. (Sage Flex for Public Speaking, n.d.)

1.2.4 Remembering

It happens when a listener classifies and saves the information they obtained from the speaker for later use. A listener's ability to store information about people, things, and events for subsequent recollection is likely to arise from their attentive, understanding, and assessing behavior. This takes place during and after the speaker's speech. (Sage Flex for Public Speaking, n.d.)

1.2.5 Responding

When the listener responds verbally or nonverbally, depending on whether their short- or long-term memory is used. The non-verbal reactions such as nodding or eye contact permit the listeners to express their degree of attention without disturbing the speaker .consequently, maintaining the roles of speaker and listener, whereas The speaker and listener roles are temporarily switched when a listener answers verbally to what they have heard and remembered, for example, by asking a question or making a comment. (Sage Flex for Public Speaking, n.d.)

1.3 The Importance of Listening In EFL Classes

It may be claimed that the most fundamental of the four main areas of language development is listening. According to Wolvin (1988), the first linguistic skill we learn is how to listen. In early childhood, we listen before we speak, we speak before we read, and read before we write.

Listen \Rightarrow SPEAK \Rightarrow READ \Rightarrow WRITE

Graph 1: Stages of the acquisition of skills

The previous graph makes it quite evident that listening skill is either directly or indirectly related to our capacity to speak, read, write, and develop cognitive abilities. As stated by Rankin, on the average, adults spend 70 percent of their waking hours engaging in communication activities. Specifically, about 10 percent of this communication time is spent in writing, 15 percent in reading, 30 percent in speaking and 45 percent in listening. Given the amount of time we spend listening, thus we conclude that listening consumes the majority of our everyday communication time. Listening is a vital skill at all different levels of communication, for instance : the intrapersonal communication level (we listen to ourselves)

the interpersonal communication level (we listen in communication) , listen at the public communication level (watch a play or a concert) ,and listen at the mass communication level (the radio, television) . (*comm. 3 reference book*, n.d., p. 2)

Rost (1994) states the importance of listening in classroom as follows:

- Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
- Spoken language provides a means of interaction for the learner. Because learners must interact to achieve understanding. Access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
- Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
- Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (Rost, 1994, p. 2097).

To summarize, listening is an essential skill for both classroom settings and informal situations (daily life communication) and also it is crucial for people to maintain effective communication: moreover, it has to do with learners' purposes since through listening students receive information and gain insights (Wallace, Stariha & Walberg, 2004).

1.4 Types of Listening

According to Raju (2018, pp. 42-43), the process of listening is categorized into different types based on their purposes, which define their forms.

1.4.1 Primary Types of Listening

It should be noted at this stage to mention the two (4) types of listening. In the section the two types are elaborated.

1.4.1.1 Discriminative Listening (DL)

DL is the first human listening process; it begins when the person is a kid. During this period, he starts differentiate between sounds: human sounds, animal sounds, and voices of people. Man is unable to accurately read the substances of the sounds during this phase. Through auditory perception and exploration, yet he can become aware of human emotions.

1.4.1.2 Comprehensive Listening

It appears after the discriminative, the person starts understanding the meaning of words and messages (The competence with which spoken words or messages are transmitted may vary from person to another). Postures and gestures play a crucial part to comprehend the languages and the messages; therefore, man will be able to determine verbal and non-verbal cues. Comprehension listening is also called content listening, informative listening, and total hearing

1.4.2 Informational Listening

It is a habitual practice by people. Everyone listens for getting information: employees in an organization, members of household, and students in educational foundations ...etc. this type intent to learn how to receive instructions.

1.4.3 Appreciative Listening

In this type of listening, the purpose of listening to certain information is to appreciate. It might be a poem, piece of music, episode on TV, etc. here the listener do not focus on the value of messages, but his perspective of what he hears.

1.4.4 Biased Listening

In this type of listening, the listener understands what he expected from the words of speaker rather than what the speaker really says (hidden meaning). And this comes from the listener's preoccupied mind. The listener seems stereotype.

1.5 Teaching Listening Activities

As outlined by Masaryk University Brno (2009, pp. 24-29), teaching listening activities encompass various strategies and techniques .there are three main groups, which use to teach listening in EFL class. Those groups are pre listening activities, while- listening activities, and follow –up listening activities.

1.5.1 Pre- Listening Activities

According to Rixon pre-listening consists of things that students do before the listening, to help students get the most out of what they are going to listen to. In other words, it is a preamble that helps the listener to get as much as they can from the listening section.

Yagang presents a number of tasks for pre-listening stage that can enable the students to gain knowledge that is needed for the listening task. The tasks include:

- Starting a discussion about the topic (possibly based on visuals and titles). In this sort of exercise students are asked to make a discussion about a set topic.

- **Brainstorming.** In this activity the students are asked to predict vocabulary that is associated with the set topic and the teacher is supposed to write them on the board. Another form of brainstorming activity can be making mind maps.
- **Game.** A nice example of warm up activity where either the students or the teacher mimes the words and the rest of the class is supposed to guess the meaning.
- **Guiding questions.** Teacher either writes or asks questions that will help students with the listening passage.

1.5 .2While Listening Activities

Consists of activities and exercises to be carried out while the learners listen to the listening text, to direct them as they try to seize the main information of the passage. In other words, it is how the teacher manages the listening activities.

Some examples of while-listening activities:

- filling in exercise-students listen to a dialogue and are asked to fill in the missing information
- Matching- students are asked to match items according to the recording.
- sequencing- students are given a set of pictures and they have to put them into the correct order
- Information search- during the listening learners focus on specific items.

1.5 .3 Follow-up Listening Activities

Contains things to do once the students have apprehended of the meaning and content of the passage and are prepared to look back, to reflect on some aspects of language in it, or to do some additional work based on the content of the listening text.

There are several activities that can be used in the follow-up phase as follows:

- Problem solving and decision-making tasks- where students are trying to find out a solution for a problem from the recording.
- Role play- students can be asked to try out newly acquired things.
- Summarizing- students can be asked to summarize a story they heard. This activity can be linked with problem solving.
- Written work- students can be asked to write the end of the story

1.6 Teacher's Role during Listening Activities

Masaryk University Brno (2009, pp. 20-21) emphasizes that teachers bear significant responsibility in their classrooms, wielding considerable influence over their learners, whether for better or worse. It falls upon teachers to foster a welcoming and encouraging environment for learning. According to Harmer, There are eight main roles :

1.6.1 A Teacher as an Organizer

One of the most important roles of the teacher since the whole success depends on the teacher's organization skills. They have to explain what their students are going to do, give clear instructions and at the end of the lesson they must give a constructive feedback. Teachers as organizers prepare the listening lesson covering all three stages and give clear instructions.

1.6.2 A Teacher as a Controller

Is a teacher who conducts the whole lesson .It is their responsibility to organize what students do, when they should speak and what language they use. Teachers whose roles are to control the lessons specify what students should do throughout the listening stages.

1.6.3 A Teacher as an Assessor

Another important part of teacher's job is to assess their students, to give the students a feedback on their performance. They should evaluate how good students were.

1.6.4 A Teacher as a Resource

A teacher can facilitate their students by giving advice and is available when the learners need to consult some problems. They usually help with unknown vocabulary or grammatical patterns.

1.6.5 A Teacher as a Tutor

Is a teacher who acts as a coach and as a resource (Harmer 1991, p. 242) and is able to help their students to develop ideas. Teachers as tutors can help their students during each stage and their help is very valuable during the while-listening stage during which they should help their students with prediction of the missing information.

1.6.6 A Teacher as an Investigator

A teacher, who observes the activities in their lessons and subsequently evaluates their efficiency, belongs into this group. They keep reflective journals and evaluate the benefits of each listening activity.

1.6.7 A Teacher as a Prompter

Is a teacher who encourages their students and offers suggestions about activities that are being done by the students. They ought to support their students during each stage so that the students can be more successful.

1.6.8 A Teacher as a Participant

A teacher can participate as an equal in the set activities but they must beware of leading in these activities. Their participation can also improve the classroom atmosphere. Teachers as participants can participate in pre and post-listening task such as discussions role-plays and so on.

1.7 Definition of listening comprehension

According to Brown and Yule (1983, p. 124), "listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it." In other words, learning through auditory input facilitates comprehension. Kupper (1989, p. 124) defines listening comprehension as "an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirements." This indicates that listening comprehension involves active construction of meaning and strategic use of resources. Nadig (2013, p. 124) states that "listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences." In essence, listening comprehension entails awareness of speech sounds, interpretation of word meanings, and comprehension of sentence structures in spoken language.

In conclusion, listening comprehension is a process of making sense of spoken language using multiple strategies and being conscious of the components of it.

1.8 Listening Comprehension Strategies

As stated by Yidliz (2014, pp. 124-126), "there are three types of strategies in listening comprehension. They are cognitive, meta-cognitive, and socio-affective." These strategies can vary depending on the learners' proficiency levels.

1.8.1 Cognitive Strategies

Cognitive strategies are related to comprehend and collect input in short term memory or long-term memory for later use. Derry and Murphy (1986) defined cognitive strategies as problem-solving techniques that learners use for the acquisition of knowledge or skill. In other words, problem-solving those students employ to gain new information and competencies. Brown and Palincsar (1982) expressed that cognitive strategies are related to the learning activities and include direct utilization or change of the learning materials. In other words, Cognitive techniques involve using the learning resources directly or varying them and are connected to the learning processes. There are two kinds of cognitive strategies in listening: bottom- up and top-down, Bottom-up strategies are word-for-word translation, arranging the rate of speech, repeating the oral text, and concentrating on prosodic characteristics of the text. Whereas, Top-down strategies involve forecasting, guessing, explaining, and visualization.

1.8.2 Meta-cognitive strategies

According to Rubin (1988), meta-cognitive strategies are management techniques used by learners to control their learning through planning, checking, assessing, and changing. In other words, they are methods employed by learners to oversee their learning process planning, reviewing, evaluating, and adjusting.

Based on Henner Stanchina (1987), meta-cognitive strategies played an important role in listening comprehension. She mentioned that skilled listeners can permanently explain what they hear through:

- 1) Utilizing their prior knowledge and predictions to create theories on the text.
- 2) Connecting new information with their continuing predictions.
- 3) Making deductions to fill comprehension breaks.
- 4) Assessing their predictions.
- 5) Improving their theories.

As noted by to Baker and Brown (1984) “there are two kinds of meta-cognitive skill: knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners’ consciousness of what is going on, and regulation of cognition deals with what learners should do to listen effectively.” In other words, knowledge of cognition involves learner’s’ awareness of their mental processes, while regulation of cognition includes implementing strategies to efficiently listen and learn.

1.8.3 Socio-Affective Strategies

Socio-Affective strategies focus on the social and emotional aspects of learning, emphasizing the importance of interaction and self-regulation in enhancing listening skill. Vandergrift (2003) and Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension .In other words, It is an engagement method the learners utilize with each others to check their understanding by asking question, or summarizing also to reduce their anxiety through some relaxation techniques. According to O’Malley and Chamot (1987) “among the four strategies of listening comprehension, social and affective strategies

had the most effect on the learning context". Students start knowing how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

1.9 Major Problems That Learners Face With Listening Comprehension

Goh (2000), in Hamouda (2013) defined listening problems as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension. In other words, it is the internal and external factors that hinder one' ability to understand spoken language and it comes cognitive procedures.

Brown (2001, pp.252-254) explained why listening comprehension is difficult. He listed a number of characteristics of spoken language that can make the listening process difficult.

1.9.1 Clustering

In spoken language, due to memory limitations and predisposition for "chunking," or clustering, people break down speech into smaller groups of words. In teaching listening comprehension, teachers need to help students to pick out manageable clusters of words.

1.9.2 Redundancy

Spoken language has a good deal of redundancy. In conversation, there are a lot of rephrasing, repetitions, and elaborations. Learners can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessary contain new information and by looking for the signals of redundancy. Learners might initially get confused by this, but with some training, they can learn to take advantage of redundancies as well as other markers that provide more processing time.

1.9.3 Reduced Forms

Spoken language has many reduced forms. Reduction can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contractions like “I’ll”), syntactic (elliptical forms like “When will you be back?” “Tomorrow, maybe.”), or pragmatic (phone rings in a house, child answers and yells to another room in the house, “Mom!Phone!”). These reductions pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

1.9.4 Performance Variables

In spoken language, excepts for planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common. This condition can easily interfere with comprehension in second language learners. Learners have to train themselves to listen for meaning in the midst of distracting performance variables. Everyday casual speech by native speakers also commonly contains ungrammatical forms.

1.9.5 Colloquial Language

Learners who have been exposed to standard written English and/or “textbook” language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

1.9.6 Rate of Delivery

Learners need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

1.9.7 Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Stress and intonation are very significant. Intonation patterns are important for interpreting straightforward elements such as questions, statements, emphasis, and for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

1.9.8 Interaction

Interaction plays a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. So, to learn to listen is also to learn to respond and to continue a chain of listening and responding.

Conclusion

In conclusion, one essential skill that aids in assessing a learner's ability to effectively absorb what he hears is listening. And, both the language learner and the teacher need take great care in doing this. Assisting pupils in learning the correct language is part of teaching them to listen to a foreign language. From tackling the listening skill in this chapter, it could be concluded that being exposed to the target language by listening to native speakers is the most important source for its development.

Chapter two:

Introductions of Songs as a Pedagogical Strategy

INTRODUCTION

It is well known that learning a language is extremely challenging, particularly "English," which is a foreign language. We need the right tool to accomplish our goal of learning the language. Singing is one of these tools. Song is a tool that most individuals, including kids, prefer to sing it rather than speak in order to communicate their joy, rage, and success and failure. Songs have a mystical ability that touches our emotions and captivates our intellect. This chapter will provide definition of songs, its importance, and challenges when listening to English songs, criteria of song selection in language learning, types of songs, and how music can be used in foreign language classroom.

2.1 Definition of songs

Griffie defined songs as follows: "The word songs refers to pieces of music that have words, especially popular songs such as those one hears on the radio." In other words, Songs are musical compositions that usually have words and are connected to popular music genres such as those heard on the radio.

As reported by the OAL,(Oxford Advanced Learners' dictionary) a song is "a short piece of music with words that you sing "In other words, It highlights the combination of lyrics and music meant for vocal performance, distinguishing a song apart from other types of musical creation. Song is an instrumental piece of music that uses musical notes to create a cohesive whole. It usually consists of several aspects, including melody, harmony, rhythm, and arrangement. A song also has words or lyrics, which sometimes tell a story or communicate an emotion in addition to conveying meaning.

2.2 Songs as authentic material

Ross (2006, pp. 1294) suggests that Ross (2006, pp. 1294) suggests that authentic listening materials, such as songs by well-known English-speaking bands, can enhance listening comprehension. Songs are ubiquitous in daily life played at home, in school, in offices, and in cars allowing uninterrupted exposure to language. When designing courses and educational materials, it is crucial to motivate learners and sustain their interest to improve listening skills. Incorporating songs as authentic materials can effectively achieve this goal. Students are motivated and engaged when songs are integrated into the curriculum.

2.3 The importance of songs in foreign language learning

As mentioned by Keskin (2011, p 49) “Using songs as tools for teaching a foreign language has many benefits. Medina in Oanh (2011, p 49) stated that it is currently a common practice to use songs in the classroom to support second language acquisition because music can stimulate and motivate students to learn a new language; therefore, we can say that songs is the best motivating tool which creates a helping atmosphere that encourages learners to integrate in language learning. Murphy (1992) indicated that songs can improve young learners listening, pronunciation and speaking skills as well as their grammar. Also Murphy said that “Songs may strongly activate the repetition mechanism of the language acquisition device. This means that repetition aids with memory retention. as Chomsky says those structures which are repeated in a song can become part of the Internal Grammar the student has, and this contributes to the learning and acquisition of the Target Language; moreover, “They provide variety and fun” (Murphey, 1992, p. 774.) Music is a therapy of the soul, and it is the thing that has the ability to make someone relax and feel joy; therefore, its use in the classroom will make this influence spread among learners and lead them to study without feeling that they are under pressure. Rixon (1994) “Many learners are accustomed to hearing a

very careful, clear pronunciation of words, such as native speakers might use when talking very emphatically or saying words in isolation. Students acquire a sense of how the target language is used in everyday situations when they are given the chance to hear individuals whose first language is English, talk in their native tongue. It is beneficial for them to become accustomed to the slang, pronunciation, and tempo of the phrases. That they will encounter outside of the classroom in actual settings. Songs are a resource that offers this crucial component.

2.4 Challenges when Listening to English Songs

Listening to English songs present several challenges, including:

2.4.1 Pronunciation

The majority of the issues with listening to English songs have to do with features of pronunciation, such as the vowels and consonants used in the song lyrics. one of the reasons students have difficulties in learning pronunciation is because they are not been exposed to the importance of pronunciation as well as the teachers do not have the right tools to help their students from learning proper pronunciation , (Shak, Chang, & Stephen, 2016, p.

5).2.4.2 The accent

As indicated by Beare (2017, p.6), both accents which are American and English have different features. This is supported by Hosseinzadeh, Kambuziya& Mansour Shariati (2015, p.6), who found that there are some phonetic varieties between both vowels where American vowels differ in length. For example, the word 'box'. In British English, the vowel that they use is the short vowel /ɒ/ whereas in American English, long vowel /ɑ:/ is used to pronounce the word.

2.4.3 Meaning of songs

It is crucial for learners to comprehend the lyrics of songs. But when it comes to deciphering the lyrics, they will run into some challenges. One of them is the difficulty in determining the exact meaning of the lyrics, which can be interpreted due to the frequent usage of idioms and metaphors in songs. Because generally richer songs contain hints, suggestions, and subliminal messages. So to ensure that the meaning of a song is understood, a listener must have complete focus and emotion. (Muhamad & Rahmati, 2020, p. 7).

2.5 Criteria of song selection in language teaching

When using a song in the classroom, consideration should be given to the language of the song, the learners' ages and language proficiency, and the topics that both the teacher and the learners are interested in. A certain level of concentration is needed to make the best use of songs. Griffie (1992, p.379) lists four elements to be considered while choosing a song to be used in the class as follows:

- Classroom environment (number, age and interests of students; lesson hours)
- Teacher (teacher's age, interest in music and aim to use the song in the class)
- Classroom facilities (flexibility in lesson plan, classroom equipment)
- Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.)

Griffe(1992) also recommends using short and slow songs for students on beginner level , long and fast songs For the students with a higher language level

2.6 Types of songs

Cano Zúñiga (2016) categorizes various types of songs that can be used in English language teaching, including songs for special occasions, topic songs, action songs, dialogue songs, traditional songs, and pop songs (p. 24).

2.6.1 Songs for special occasions. They make reference to special events that happens in daily life. For instance: “Happy birthday” or at specific time of the year like “Merry Christmas” or “Jingle Bells”.

2.6.2 Topic songs. These are songs that deal with a specific topic useful to work English vocabulary. For example: numbers “Charlie and the numbers” or animals “Old Mc Donald”.

2.6.3 Action songs. These songs include movement which is related to “Total Physical Response” method (James Asher). E.g. “If you’re happy” or “The Hockey Pockey”.

2.6.4 Dialogue songs. In this type of songs, children have to answer questions or complete a dialogue, so it requires more attention on the part of the children. E.g. “Is the wolf at home” or “Who are you?”

2.6.5 Traditional songs. They come from the English culture that is why they will not probably known by the students. For example: “London Bridge” or “Yankee Doodle”

2.6.6 Pop songs. These kind of songs usually sound on the radio or are availed in commercial markets. They can be used• in class to teach grammar. For example: “Yesterday” (the Beatles) which is useful to teach the simple past tense.

2.7 How can music be used in the foreign language classroom?

As Murphey (1992, p.13) points out, student interest in the topic of music and song can be used to stimulate language learning, even if the students do not actually hear music. In other words, Even if learners don't actually hear music, their interest in the subject of song and music can be exploited to encourage language learning. A number of authors have offered ideas for incorporating sound sequences or instrumental music into the classroom. Murphey (1992) devotes a chapter to "Just music " in which he describes many activities, including background music, musical reactions, stream of consciousness writing, film music, and advertising jingles, also Maley and Duff (1975 and 1979) invite the learner to make up stories based on sound sequences, which might be compared to miniature pieces of music. Concrete. Arleo (1995) discusses the use of songs and chants in relation to linguistic stress and rhythm, and also recommends the use of karaoke, which is particularly helpful in developing fluency.

In sum up, using songs in classroom is an easy and interesting method to introduce students to the culture or cultures related to the target language, It not only sparks students' interest but also contributes to the creation of a cheerful and encouraging learning atmosphere.

Conclusion

In conclusion, studying the significance of songs in language learning was the primary goal of this chapter. According to numerous researches, songs are crucial to strengthening listening comprehension in EFL classes. The purpose of the data gathered is to reinforce and support the idea that music can help with listening comprehension. Because music gives learners a motivating and calming aspect that lets them perform well, and it produces a healthy environment.

Chapter three:

Practical Fieldwork

Introduction

The present study aims at investigating the effect of songs on improving listening comprehension skill, third year pupils in Ahmed Ben Taleb middle school. This research is going to apply the main data collection tool to make an analyze about students' attitudes toward using songs and their importance in EFL learners' listening comprehension. In addition, this study is going to measure the dependent variable (listening comprehension) and the independent variable (songs) through pre-testing and post-testing.

3.1 Choice of the method

The method researchers choose to use has a significant impact on their work. Research methods are particular techniques for gathering and examining data. Developing a research methodology is a crucial component of study plan. The mixed method is employed in this investigation. Rather of using a survey, one of the most efficient methods for gathering data is the questionnaire, despite its time consuming. A questionnaire with a variety of connected questions allows the researcher to quickly collect data from a large number of participants. In addition, this investigation is the effects of the independent variable "Song" on the dependent variable "Listening comprehension" needs a test as a tool to determine the impacts.

3.2 Description of the sample

The subjects of the sample were selected to be third-year pupils at Ahmed Ben Taleb Middle School. A group has been selected randomly for the study, and it contains 30 pupils.

3.3 Tools of the research

This study utilized two tools to collect the data which are a questionnaire distributed to the EFL learners. Not only the handouts provided in English, but also explained to EFL learners in L1. In addition to a test, in order to deal with the research issues and accomplishes the current study's objectives,

3.4 The questionnaire for EFL learners

Examining the importance of song in enhancing listening comprehension is crucial. First, this research uses a questionnaire handed to third-year pupils at Ahmed Ben Taleb Middle School to analyze a summary regarding their attitudes towards language through songs in English.

3.4.1 Description

The survey consists of 10 questions; three dichotomous questions in which students are supposed to answer by yes or no, seven questions with multiple choice, two open ended question to add an extra information .one closed-ended question, Questions are grouped into sections : general information ,listening comprehension and songs in EFL classes, pupils perspectives and personal interests.

Section 1general information (Q1-Q2)

The purpose of these questions is to gather information about learners' information. By asking about their gender and age.

Section 2 listening comprehension (Q9)

This question aims at investigating the students' attitudes about certain issues concerning listening comprehension materials and activities; (Q9). The type of listening activities EFL learners like to be included in classroom?

Section 3 songs to teach in EFL classes (Q07) (10)

This question is about the difficulties that learners face when they listen to English songs; (Q10) The kind of difficulties EFL learners encounter when they listen to songs And songs as motivational tool (Q7)

Section 4 EFL learners' perspectives and personal interests (Q3) (Q5)

These questions are about the EFL learners' interests to verify if they are in touch with music and songs (Q3) EFL learners' hobbies. And (Q5) the type of songs EFL learners like.

Section 5 gathers EFL learners' opinion (Q4) (Q6) (Q8)

Preference for listening to songs (Q4), Learning from listening to songs (Q6) and the use of songs in classroom (Q8).

Section 6 comments (Q6)

The Learners have free space to add some comments and opinions

3.4.2 The administration of the questionnaire

A questionnaire was handed out to third-year EFL learners at Ahmed Ben Taleb Middle School in order to achieve the study's goal. It was in one class, it took one hour. And it was handed by the researcher to 30 learners. The objective of the questionnaire is to gather data

regarding the attitudes and perceptions of learners regarding the importance of English songs in EFL classes and the significance of song in enhancing listening comprehension skills.

3.4.3 The research design

The following is the research questions presented in this study:

Q1 is it useful to use English pop songs to enhance middle school learners speaking skill? How is this possible?

Q2 In what way can listening to English pop songs motivate learners to acquire English?

Q3 Why is there a need to introduce English pop songs in a non- native EFL classes?

The study builds around the following hypothesis:

(H1) If English pop songs are eased into EFL English classes, learners 'listening skill will be significantly enhanced.

3.4.4 The null hypothesis was the following:

(H0) If English pop songs are eased into EFL English classes, learners 'listening skill will not be significantly enhanced.

In addition, listening comprehension is the dependent variable in this study, whereas the song is the independent variable.

3.5 The Data Collection Process

Examining the importance that songs have in enhancing listening comprehension is crucial. Secondly, we employ a test to verify our hypothesis by examining how learners engage with songs throughout a lesson in the classroom and to determine the effectiveness of the method.

3.5.1 Description

The test is about listening to song and then answering two activities which are fill in the gaps, also writing a short summary of the content of the story (the activities choosing according to their choice in the questionnaire), this test is done in four sessions.

3.5.2 Administration

A test was administered to third-year students at Ahmed Ben Taleb Middle School as part of a study's objective. The test comprised four sessions, each lasting one hour, during which the students listened to four songs: "Unstoppable" by Sia, "I Surrender" by Celine Dion, "Lovely" by Billie Eilish, and "It's you" by Ali Gatie. Each song was played four times, with each session lasting three minutes. Following the listening sessions, students completed two activities: filling in the gaps in lyrics while listening to the songs in order to allow learners to practice their listening skills in an engaging way and helping them to expand their vocabulary and writing a short summary of each song, to make them use their knowledge and abilities to write and also to encourage them to try to understand the main ideas and messages of the lyrics (paying attention to both spelling and content. The first activity was completed while listening to the song, while the second activity was completed after the listening sessions. After completing the activities, the teacher collected the students' papers for correction. Subsequently, the corrected papers were returned to the students for review.

3.6 Data analysis

3.6.1 Results of Pupils' questionnaire

Q1: Gender

a) Male

b) female

Table 1.

Learners' Gender.

Gender	participants number	percentage%
male	10	33%
female	20	67%
totale	30	100

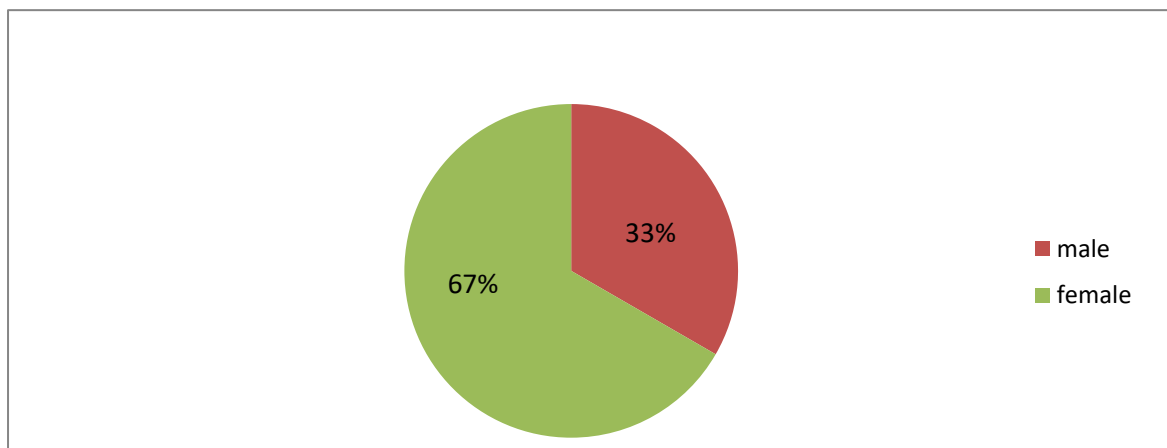


Figure 1.Learners' gender

In the first question, the majority of respondents are female which equal to 67% while the minority of respondents is male which equal to 33%.so the sample is representative

Q2 Age

Table 2.

Learners' Age

Age options	number	percentage
12	10	33%
13	9	30%
14	11	37%
totale	30	100

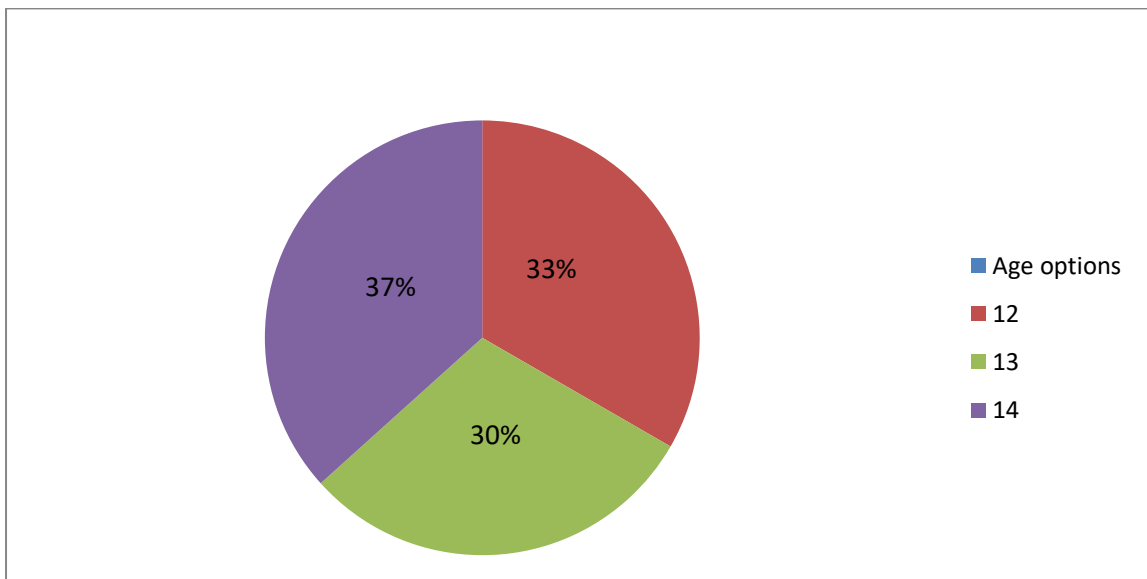


Figure 2. Learners' age

In the second question, the majority of learners are 14 years old (37%), and 33% are 12 years old. In addition to that, 30% of them are 13 years old. So the percentages are close to each other, and we noticed that most of them are 14 years old. Maybe because of the lack of discipline in study, this led to repeating their academic year.

Q3 what are your hobbies?

Table 3.

Learners' hobbies

OPTION	N	%
A	2	7
B	17	57
C	6	20
D	5	17
TOTALE	30	100

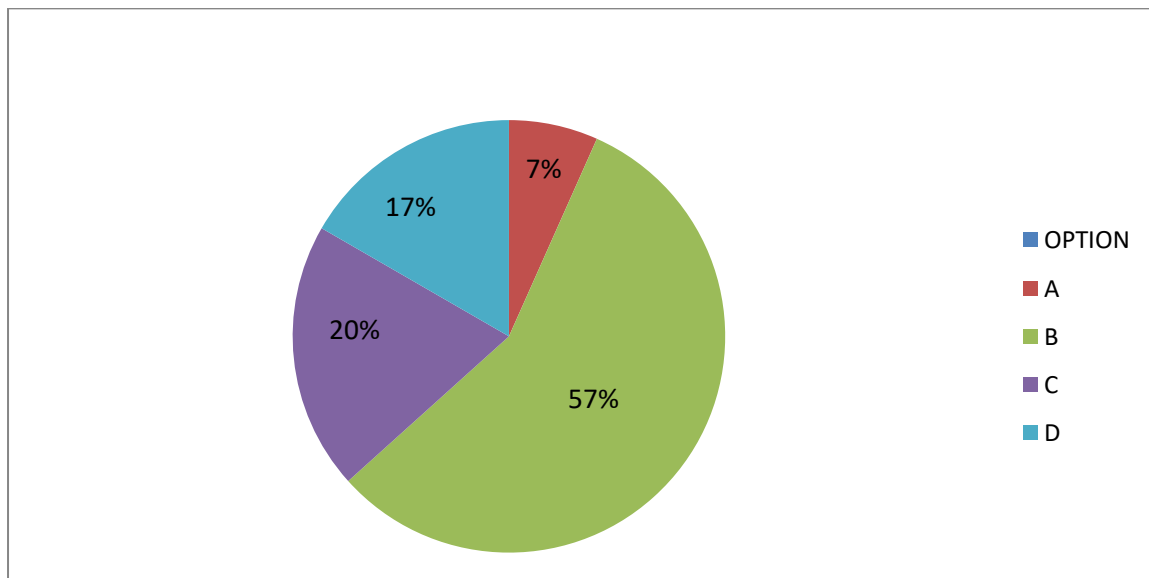


Figure 3. Learners' hobbies

In the third question, 57% of respondents like to listen to music, 20% love to paint and 17% of them prefer to watch movies, while 7% write poems. So most of them chose music, which presents their affectivity among learners, because of their emotional connection (joy, sadness or self-expression) and their social connection, music could be a means of connected with others who share similar musical tests. Moreover personal connection with music because it provides a sense of belonging and reflecting their experiences.

Q4: Do you like to listen to songs?

Table 04.

Learners' Preferences for listening to songs

option	N	%
yes	27	90%
no	3	10%
TOTALE	30	100%

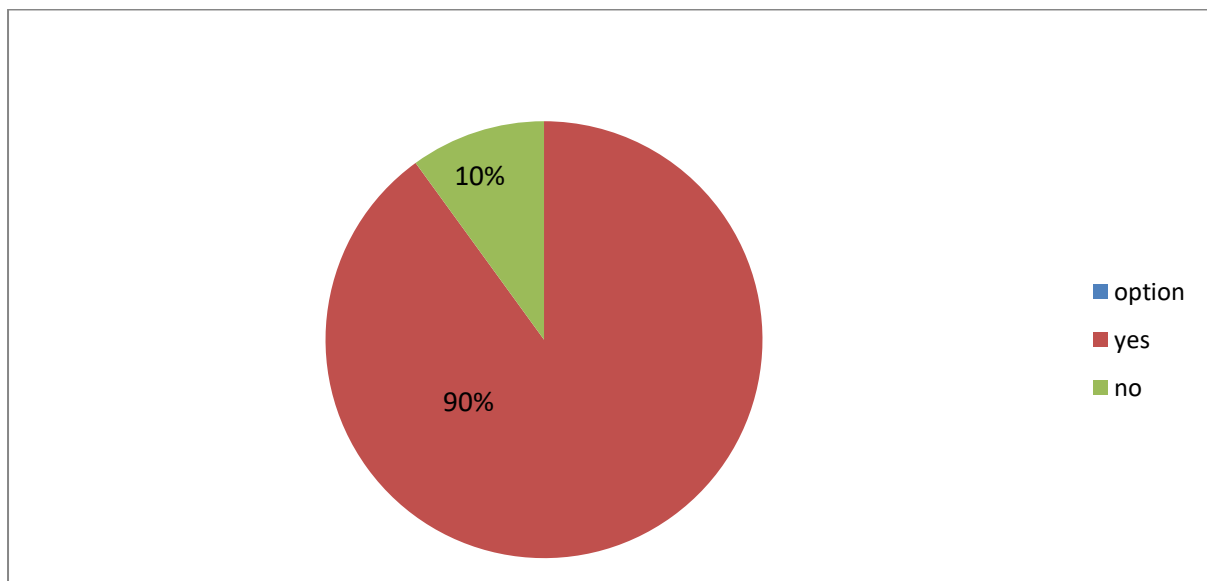


Figure 4. Learners' Preferences for listening to songs

In the fourth question, 90% of respondents said yes about listening to music, and only 10% of them said that they do not listen to songs. This result shows the power of music and listening to it and its spread among people, also its attractiveness. Songs has a power to express emotions: the melodies, lyrics and harmonies...also its tempo and beat create a sense of movement, energy and enthusiasm; moreover the variety of musical genres, styles and singers make easy for anyone to find what he prefers.

Q5: What type of songs do you like?

Table 05.

Learners' preferred type of songs

option	NUMBER	%
A	8	30%
B	3	11%
C	6	22%
D	4	15%
E	6	22%
TOTALE	27	100%

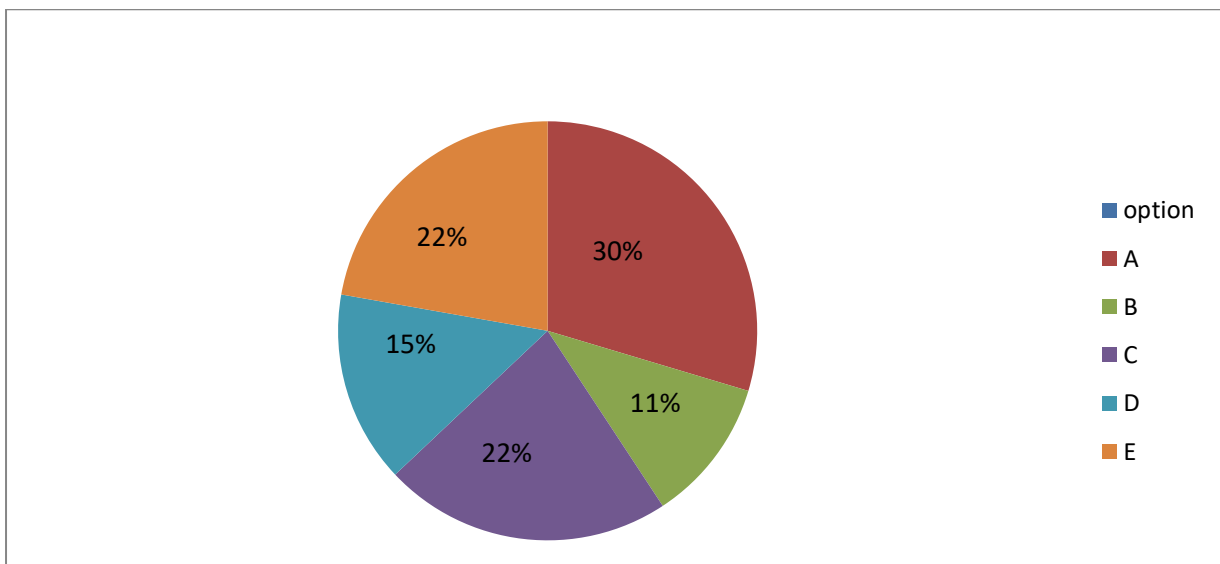


Figure 5.Learners' preferred type of songs

In the fifth question, 30% of the pupils choose romantic songs, additionally, 22% have chosen hip-hop and rap, 15 % have chosen rock, and 11% have chosen classical music.

This confirms that the majority of students enjoy listening to romantic songs, at rate of 30%.

People love romantic songs because they make them feel emotional, remind them of their own experiences in love, and provide a refugee to escape from everyday life.

Q6: Do you think you learn from listening to songs?

Table 06.

Learning from songs survey responses

option	NUMBER	%
yes	22	73%
no	8	27%
TOTALE	30	100%

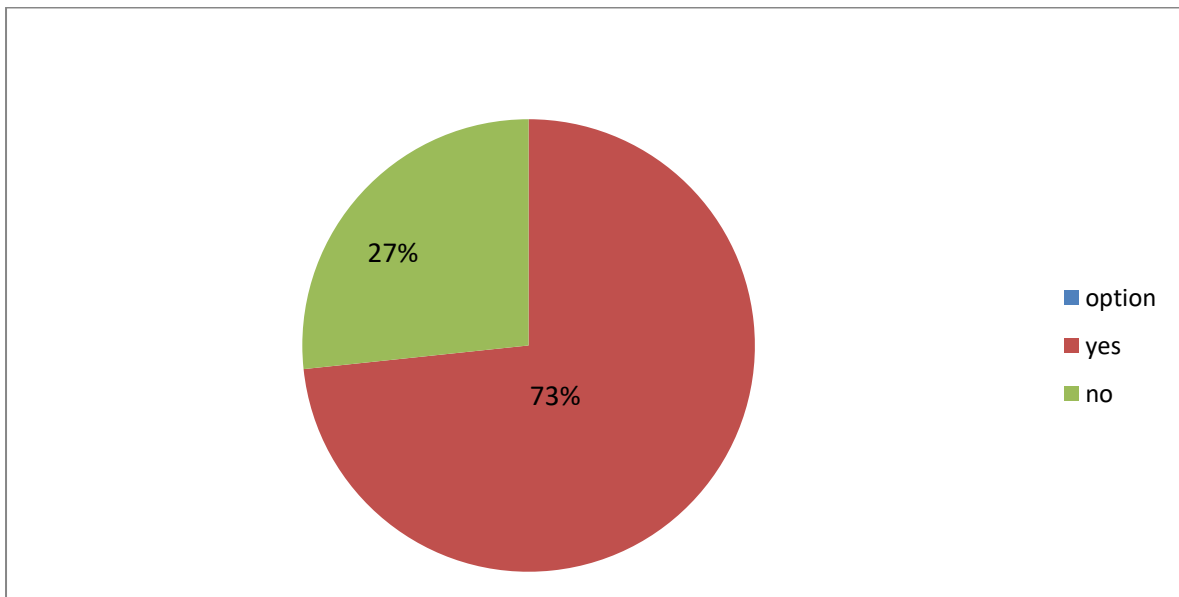


Figure 6. Learning from songs survey responses

In the sixth question, 73% of respondents are with the idea that songs help in learning, but 27% opposed this idea. From this we conclude that using songs as a means of learning in EFL classes will have an affective impact in language learning. Because it makes learning fun, help in remembering words and expressions ameliorate the pronunciation. Also songs increase motivation and make learning process enjoyable.

The second part of the question (explain)

Table 07

Learners' comments

option	number	%
vocabulary	17	77%
Pronunciation	5	23%
totale	22	100%

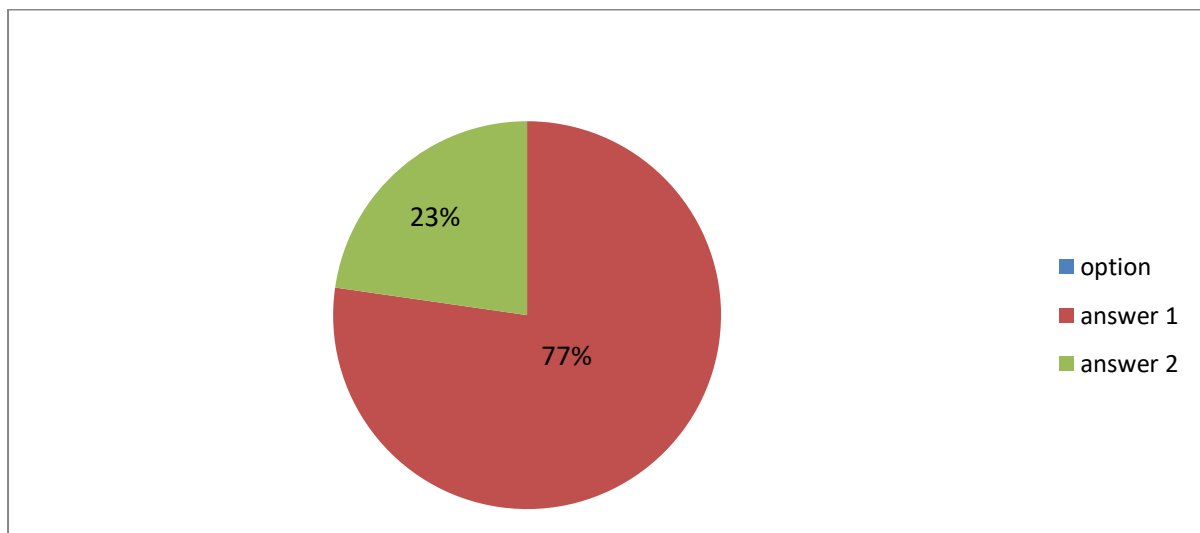


Figure 7. Learners' comments

This question reveals that 77% of respondents stated that they learn vocabulary from songs. Whereas 23% of respondents mentioned pronunciation. Therefore, most of them want to be able to understand the meaning of songs, which can only happen if they have a rich vocabulary. Additionally, we cannot neglect the role of pronunciation in this process because even if language learners have rich vocabulary and understand the meaning of the song, poor pronunciation hinders their affective communication and the understanding of the spoken language.

Q07: Listening to songs is motivational

Table 08

Songs as a motivational tool

option	number	%
Agree	25	83%
Disagree	5	17%
Totale	30	100%

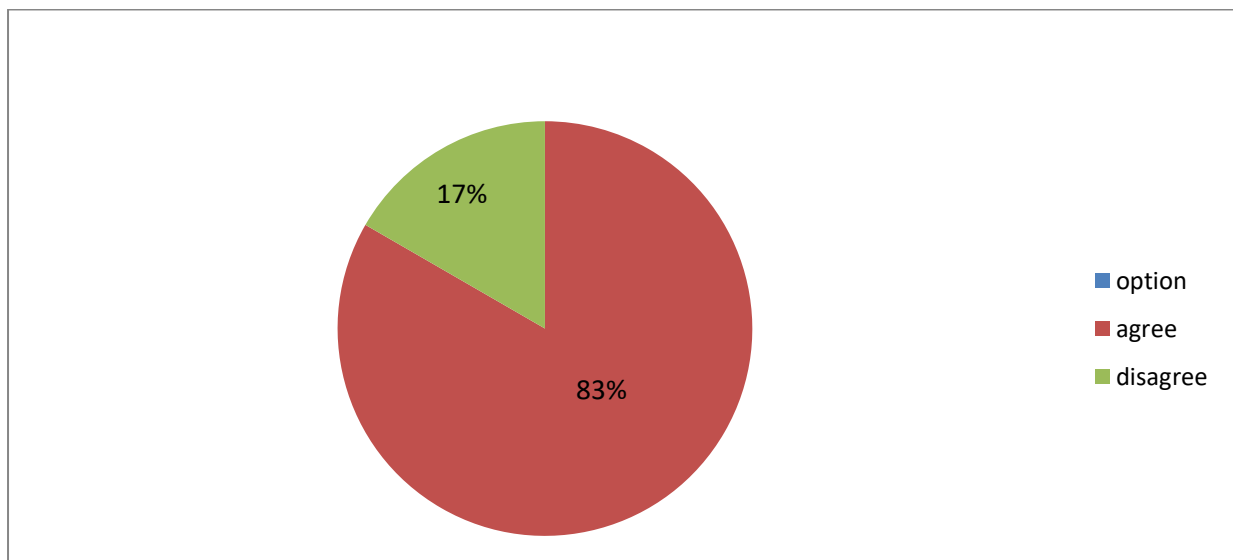


Figure 8.Songs as a motivational tool

Griffiee (1992) stated that ‘Song has a meaning since it contains melodies as well as to its personal quality that motivates learners to react as if it directed to them’. this question puts forward that 83% of respondents strongly agree that songs is motivational, yet 17% are disagree about songs is a motivational tool, so The majority of respondents are with the idea that song is a motivational tool in EFL classes, because its use fosters a positive atmosphere that helps students enhance their listening abilities. Motivation is a basic part of learning (Brewer, 2005 p.233) and it plays a vital role in language learning, and it could be intrinsic which drives from personal interests or extrinsic which is linked to external goals.

Q08: Do you find the use of songs helpful in classroom?

Table 09.

Perceived helpfulness of songs in the class

option	NUMBER	%
yes	22	73%
no	8	27%
TOTALE	30	100%

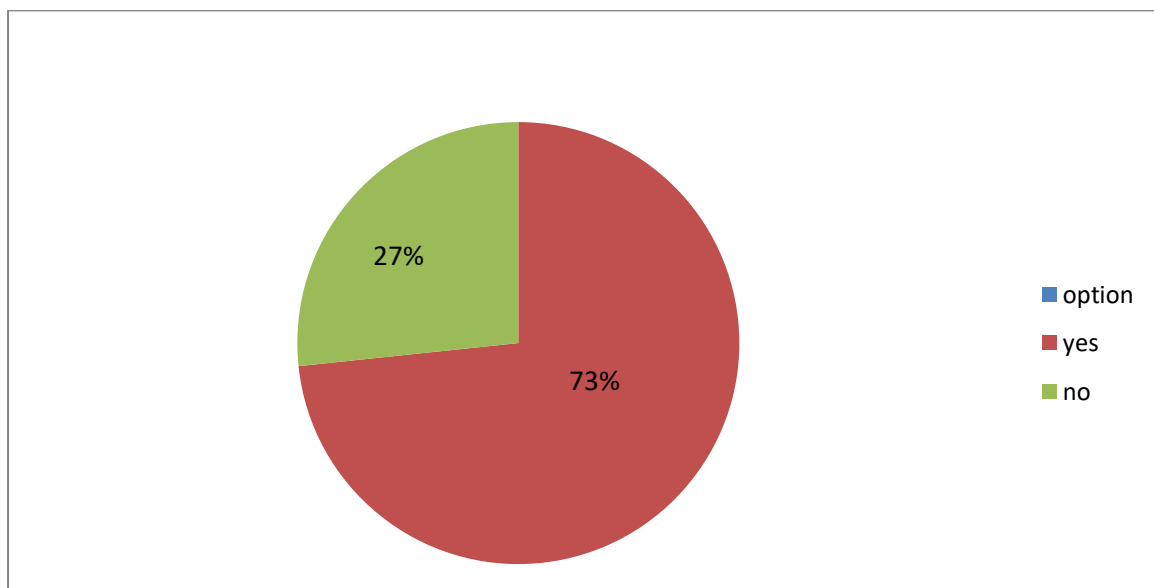


Figure 9. Perceived helpfulness of songs in the class

This question discloses that 73% of the respondents expressed a positive view, stating that the use of songs in the classroom is helpful, whereas 27% of them disagreed, finding it annoying. Since the majority of respondents support using songs in classroom, this indicates that incorporating them into lessons could be successful for improving the aspects of learning. Songs can facilitate the acquisition of knowledge and enriched learners to know diverse musical genres and types also enhancing their educational experience.

Q09: What is the type of listening activities you like to be included in classroom?

Table 10

Learners' choice of the type of activities they like to include in classroom

option	NUMBER	%
A- Fill in the gaps	13	43%
B- Writing a summary	9	30%
C- Listen and answer the question	4	13%
D- Meaning of some words	4	13%
TOTALE	30	100%

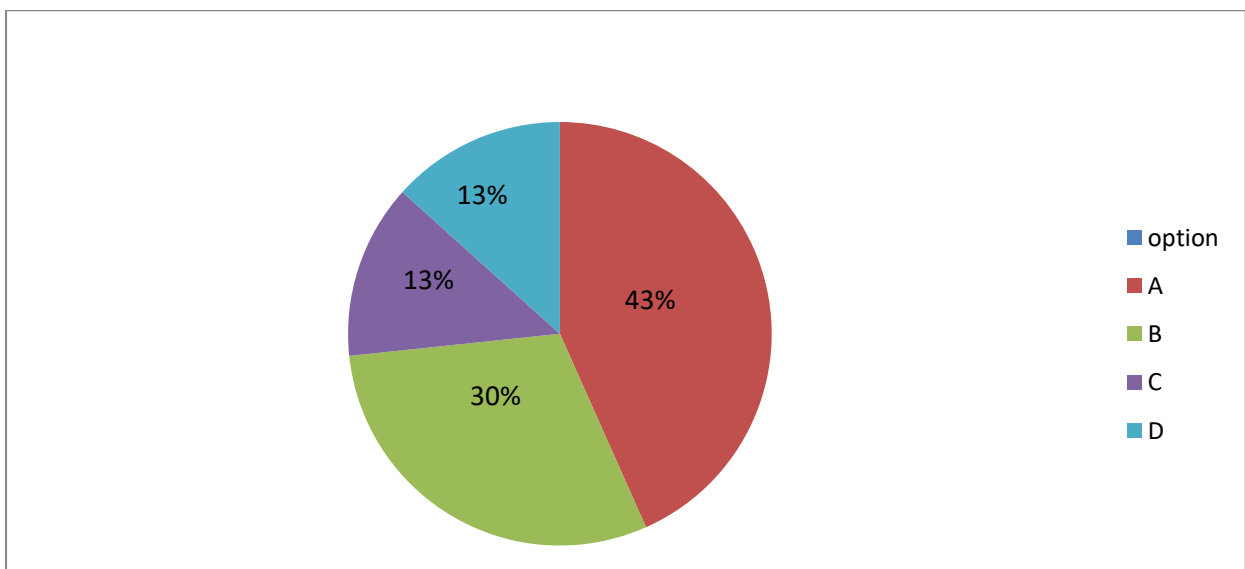


Figure 10.Learners' choice of the type of activities they like to include in classroom

This question mentioned that 43% of respondents choose fill in the gaps, this kind of activity help reinforce comprehension and vocabulary. 30% of pupils prefer writing a short summary; it helps them to practicing their writing skills based on what they hear. And 13% like listen And answer question, this activity encourages attentive listening and

comprehension; moreover, 13% like meaning of some words, it helps them to build vocabulary and comprehension skills. In sum up the majority favor activities that involve active participation and interaction with the content. While others prefer more focused tasks like answering questions and understanding vocabulary.

Q10: What kind of difficulties you encounter when you listen to songs?

Table 11.

Learners' difficulties that encounter during listening to songs

OPTION	NUMBER	%
A	15	50%
B	15	50%
C	0	0%
TOTALE	30	100%

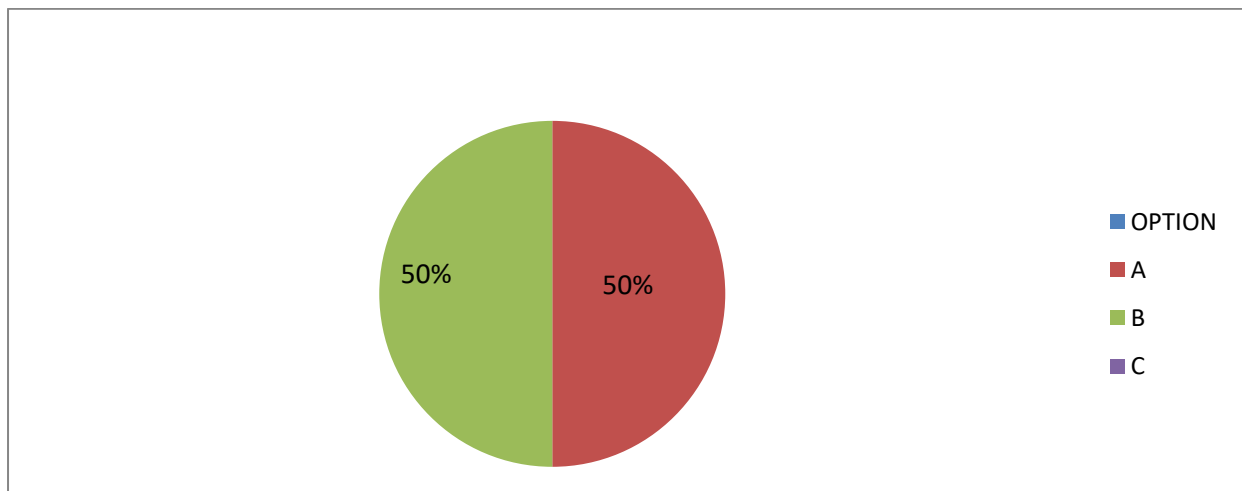


Figure 11 Learners' difficulties that encounter during listening to songs

The results shows that 50% of respondents find difficulties to understand new vocabulary, this happen when the learner meets a new word which hinder him to understand the sentence meaning , while 50% of them find problems in pronunciation, due to the fact that

they are not able to comprehend the native speakers' accent since they are non- native speakers. 0% presented the idiomatic expression, no one chooses it.

Discussion

The main objective of the questionnaire was to find out what the EFL Learners thought about how well songs were used in the classroom to improve listening comprehension. It also highlighted the difficulties EFL Learners encounter when participating in listening exercises and their conviction that music is a powerful motivator. The findings revealed that most EFL Learners are in favor of using music to help with listening comprehension. This means that implementing creative teaching methods that increase pupils' enthusiasm and sense of relaxation could have a positive impact on listening comprehension. According to the data gathered, songs have a beneficial effect on learners' listening comprehension, supporting this research hypothesis. In the end, this study demonstrates that the majority of learners' attitudes and perceptions are consistent with the idea that songs actually improve learners' listening skills in several ways: enrich their vocabulary by exposing them to a variety of words, phrases, and expressions, enhance their phonological awareness by highlighting sound patterns through rhyme and repetition...etc, relax them because the nature of music lowers anxiety and make them feel joy.

3.6.2 Results of pre test and post test

3.6.3.1 Pre test result

Table 12. Learners' answers of fill in the gaps

options	Participants	%
1 word	0	0%
2words	10	33%

3 words	12	40%
4 words	4	13%
5 words	1	3%
6 words	0	0%
7 words	3	10%
8 words	0	0%
9 words	0	0%
10 words	0	0%
totale	30	100%

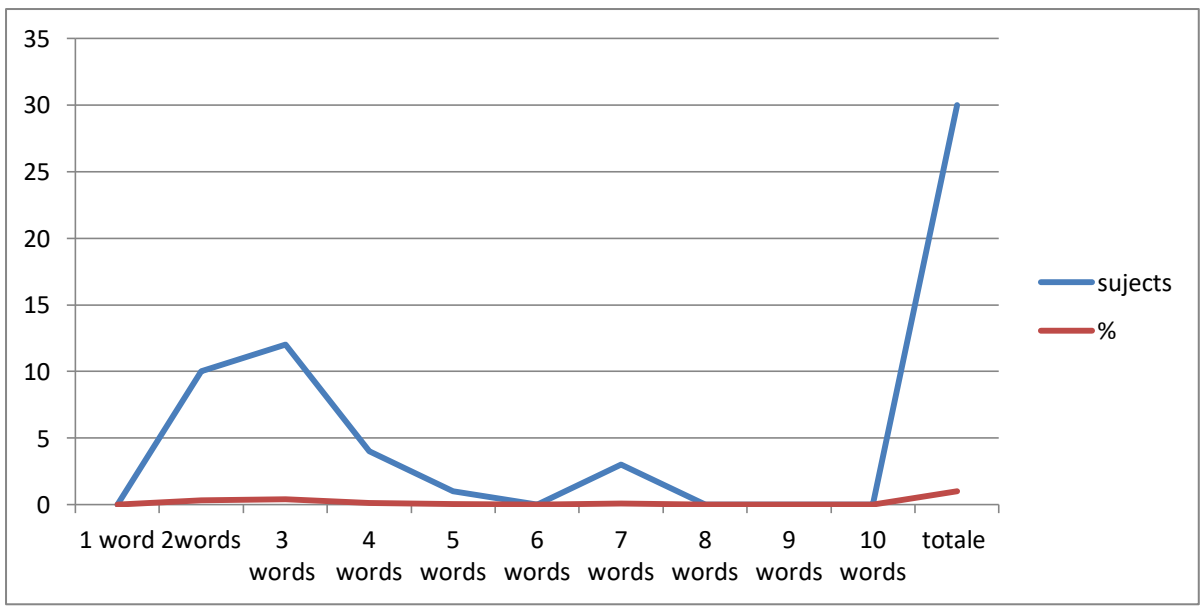


Figure 12. Learners' answers of fill in the gaps

The table and the figure display the results of the pre-test for the first exercise, which involved fill in the gaps. The scores range from 1 to 12, with the highest score being 12 and the lowest being 1. Among the pupils, 40% achieved a perfect score of 12 words, while 33% correctly completed 10 words. Additionally, 13% of the students managed to fill in 4 words correctly, while 10% successfully completed 7 words. A smaller percentage, 3%, achieved 5

words. Notably, no pupils obtained scores of 1, 6, 8, 9, or 10, as reflected by a 0% occurrence for each of these scores.

Table 13. Learners' writing of a short summary

options	participants	%
A- CONTENT	12	40%
B-SPELLING	3	10%
CONTENT+SPELLING	2	7%
NO CONTENT+NO SPELLING	13	43%
TOTALE	30	100%

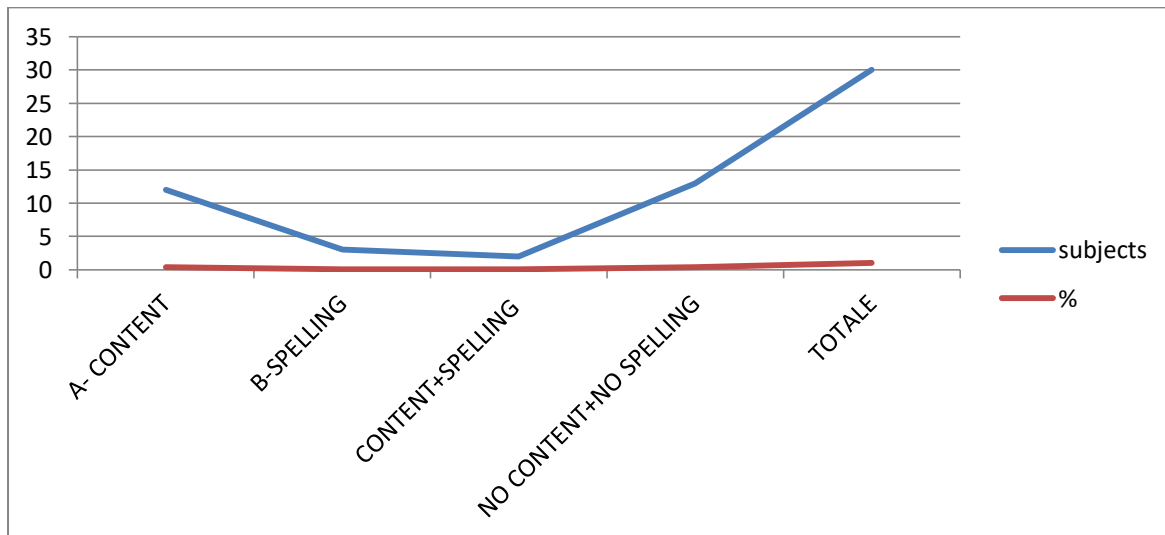


Figure 13. Learners' answers of writing a short summary

Table 13 and Figure 13 present the results of the second activity, which involved writing a summary of the song. Out of the total participants, 12 Learners, representing 40%, successfully grasped the content. For spelling, 3 Learners, constituting 10%, achieved accuracy. Moreover, 2 Learners, or 7% of the total, demonstrated proficiency in both content and spelling. the largest group comprised 13 Learners, totaling 43%, who failed to

demonstrate competence in either content or spelling. Overall, the majority of Learners exhibited a lack of understanding in both content and spelling, indicating weaknesses in their comprehension of the foreign language. Additionally, this highlights a tendency among Learners to underutilize methods that could assist them in enhancing their language skills.

3.6.2.2 The results of post test

Table 14. Learners' answers of fill in the gaps

options	participants	%
1 word	2	7%
2 words	0	0%
3 words	3	10%
4 words	0	0%
5 words	10	33%
6 words	4	13%
7 words	3	10%
8 words	6	20%
9 words	2	7%
10 words	0	0%
totale	30	100%

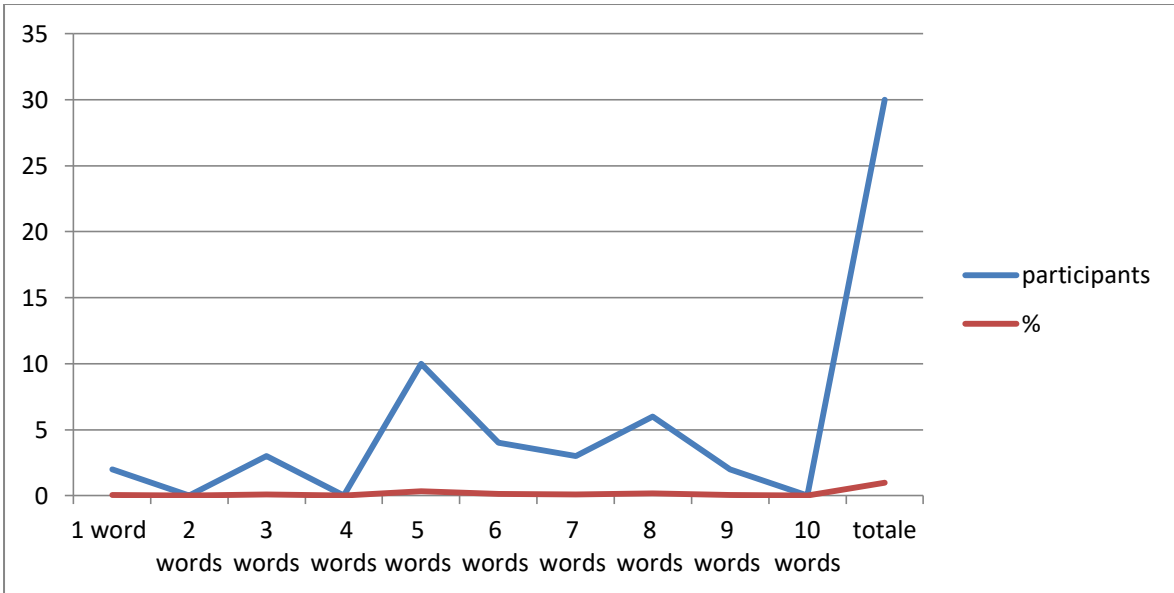


Figure 14. Learners’ answers of fill in the gaps

The Table 14 and Figure 14 display the outcomes of the post-test. The highest score attained was 5 words, achieved by 33% of the participants. Conversely, the lowest scores, namely 1 and 9 words, each garnered only 7% of the total. Notably, 6 pupils, accounting for 20%, successfully completed 8 words, while 4 pupils, representing 13%, managed to fill in 6 words. Additionally, 3 pupils each accomplished 7 and 3 words, constituting 10% of the total for each score. In addition, no pupils obtained scores of 2, 4, or 10 words, each registering at 0%. This data suggests that pupils began to integrate the method effectively, resulting in improved scores compared to the initial sessions.

Table 15. Learners' answers of writing a short summary

options	participants	%
content	15	50%
spelling	8	27%
content and spelling	4	13%
no content and no spelling	3	10%
totale	30	100%

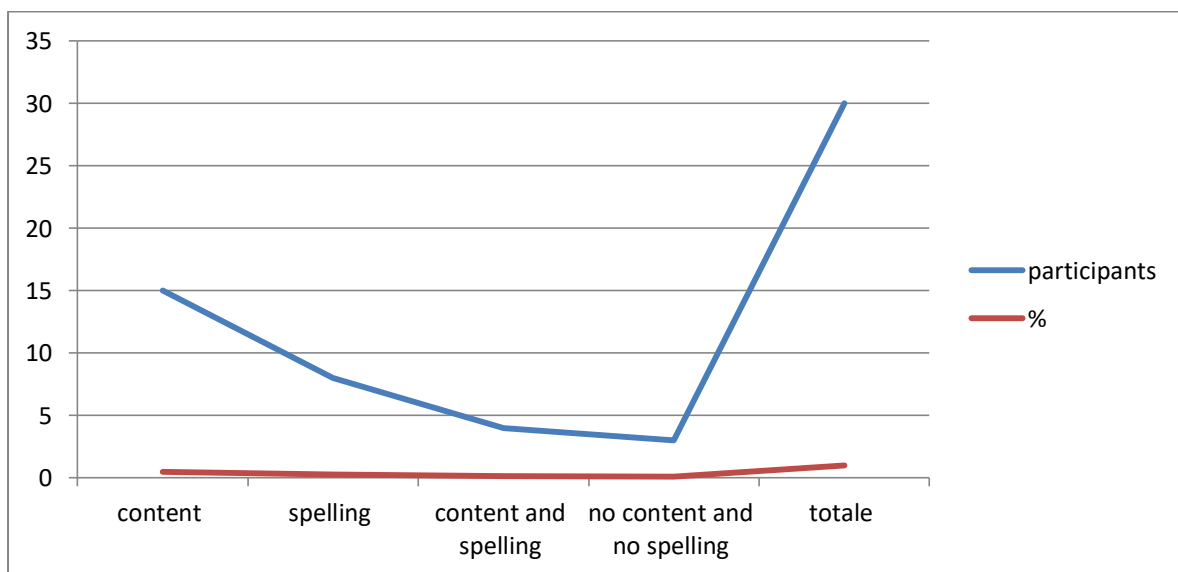


Figure 15 Learners' answers of writing a short summary

The table 15 and Figure 15 show the results of the second activity in the post-test. 15 pupils, which is half of the total (50%), understood the content well. 8 of them around a quarter (27%), spelled words correctly. 4 pupils, at a rate of 13%, both understood the content and spelled correctly. However, 3 pupils, at a rate of 10%, struggled with both understanding the content and spelling. Overall, these results highlight a big difference, indicating how much pupils have improved in understanding and writing effectively.

3.6.2.3 Pre test versus posttest

The pre-test and the posttest show a difference in positive outcomes. EFL learners have notably improved between each class. In the first test, section 8 and 9 were blank, whereas in the second test 6 pupils, at a rate of 20%, recognized the 8 knew the 8 words, and 2 pupils at a rate of 7% new 9 words. This research has observed progress in results. In the pre-test, sections 2 and 3 had 10 and 12 words. While in the post-test, the numbers decreased in some areas and increased in others. For example, in the section with 5 words, 10 pupils achieved it. a rate of 33% the highest among them. Similarly, in the section with 6 words, which was empty in the pre-test, 4 pupils at a rate of 13% obtained it in the post test. The section with 7 words remained consistent, with 3 pupils achieving it at a rate of 10%. There is a decrease in the section with 4 words, as 4 pupils obtained it in the pre-test, but it became 0 afterwards, which is a positive symbol, indicating overall improvement in performance level.

Conclusion

This study treated the effect of songs on improving pupils' listening comprehension. This study required: a questionnaire distributed to pupils as well as a test .The results show that songs have a positive effect on pupils' listening comprehension skill.

General conclusion

Songs are increasingly recognized as powerful tools for teaching foreign languages, particularly in today's interconnected world where communication and creativity hold significant importance. Educators must grasp effective strategies for utilizing songs to enhance various language skills, with a specific emphasis on improving listening comprehension.

This study aimed to investigate the impact of songs on enhancing listening comprehension skills. The previous chapter detailed the practical aspects of the research, including the methodology for administering questionnaires and collecting experimental data. It also outlined the participant sample, followed by a comprehensive analysis and discussion of the findings. These discussions led to the rejection of the null hypothesis based on the study's data, affirming the hypothesis that songs contribute positively to improving listening comprehension.

The questionnaire results underscored learners' positive reception of incorporating English songs into the classroom. Songs increased engagement, motivation, and created a supportive learning environment that facilitated their improvement in understanding spoken language. Moreover, they improved vocabulary retention, pronunciation, comprehension of colloquial language, and idiomatic expressions.

Creative teaching methods, including the use of songs, increase learners' enthusiasm and create a sense of relaxation that positively impacts listening comprehension. Furthermore, songs help in creating an emotional connection that makes the learning experience more meaningful. Introducing English songs to non-native English as Foreign Language (EFL) learners makes language acquisition more comprehensive and appealing.

In conclusion, the findings highlight the transformative potential of integrating songs into language teaching practices. By leveraging songs effectively, educators can foster an engaging and dynamic learning environment that enhances students' language proficiency and overall educational experience.

Pedagogical Recommendations

Based on the findings of this study, several practical recommendations can be made for educators and learners:

1. **Incorporate a Variety of Song Types:** introduce different genres and themes of songs to cater to different learning preferences.
2. **Create Interactive learning environment:** students collaborate in listening tasks, peer teaching, and group discussions centered on songs.
3. **Encourage Self-Study:** Encourage students to discover songs beyond class time, equipping them with resources and techniques to improve their listening skills through music.

Limitation of the study

When conducting this research, we faced certain constraints namely:

- The main limitation in this study was the span of time: this experiment is done only into five sessions in fact; this strategy needs more time in order to get valid results.
- The sample size: the study conducted with a small sample size, which may not be representative of the larger EFL students' population.
- Individual difference in learning styles: pupils have different learning styles, some may benefit more from songs and others may not find this method effective.

Further directions

After finishing the previous study that is songs and its relation to listening comprehension. Some suggestion comes in mind for further studies.

- ✓ How songs help students to improve their pronunciation.
- ✓ The effect of songs in creating a healthy, motivated and supporting environment.
- ✓ A comparative study between the traditional and modern methods of teaching in relation to enhancing listening comprehension skill.
- ✓ The benefits of using songs to introduce students to different cultural context.

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Appendices

Appendix 1

EFL Learners' questionnaire

1. Gender

a) Male

b) female

2. Age: years old

3. What are your hobbies?

- writing poems
- listening to music
- painting
- watching movies

4. Do you like to listen to songs?

a) Yes

b) no

5. What type of songs do you like?

- romantic
- Classical
- Hip hop
- Rock
- Rap

6. Do you think you learn from listening to songs?

a) Yes

b) no

Comment.....
.....

7. Listening to songs Is motivational

- Agree
- disagree

8. Do you find the use of songs helpful in classroom?

a) Yes

b) no

9. What is the type of listening activities you like to be included in classroom?

- Fill in the gaps
- Writing a summary about the song
- Listen and answer the questions
- Meaning of some words and expression

10. What kind of difficulties you encounter when you listen to songs?

- Vocabulary
- Pronunciation
- Idiomatic expression

Thank you so much for your cooperative

Nouigua Nada Chourouk El-Islam

Appendix 2

“Unstoppable” Sia

All smiles, I know what it takes to fool this town

I'll do it 'til the sun goes down

And all through the nighttime

Oh, yeah

Oh, yeah, I'll tell you what you wanna hear

Leave my sunglasses on while I shed a tear

It's never the right time

Yeah, yeah

I put my armor on, show you how strong I am

I put my armor on, I'll show you that I am

I'm unstoppable

I'm a Porsche with no brakes

I'm invincible

Yeah, I win every single game

I'm so powerful

I don't need batteries to play

I'm so confident

Yeah, I'm unstoppable today

Unstoppable today

Unstoppable today

Unstoppable today

I'm unstoppable today

Activity 01: listen to the song and fill in the gaps

All, I know what it takes to fool this town

I'll do it 'til the sun goes down

and all through the

Oh, yeah

Oh, yeah, I'll what you wanna hear

Leave on while I shed a tear

It's..... the right time

Yeah, yeah

I put my armor on, show you how I am

I put my armor on, I'll show you that I am

I'm

I'm a Porsche with no brakes

I'm invincible

Yeah, I win every single game

I'm so.....

I don't need batteries to

I'm so confident

Yeah, I'm unstoppable today

Unstoppablesas

Unstoppable today

Activity two: write a short summary of the song

.....

.....

.....

Appendix 3

“I surrender” Celin Dion

there's so much life I've left to live
And this fires burning still
When I watch you look at me
I think I could find the will
To stand for every dream
And forsake the solid ground
And give up this fear within
Of what would happen if they ever knew
I'm in love with you
'Cause I'd surrender everything
To feel the chance to live again
I reach to you
I know you can feel it too
We'd make it through
A thousand dreams I still believe
I'd make you give them all to me

I'd hold you in my arms and never let go

I surrender

Activity 01: Listen to the song then fill in the gaps

There's so muchI've left to live

and this fires burning

When I you look at me

I think I could find the will

To stand for every

And forsake the solid ground

and this fear within

of what would happen if they ever knew

I'm in.....

'Cause I'd surrender.....

To feel the chance to live again

I reach to you

I you can feel it too

we'd make it through

A thousand dreams I still

I'd make you give them all to me

I'd hold you in my arms and never let go

I.....

Activity 02: Write a Short Paragraph Summarizing the Content of the Song (no more than 3 lines)

.....

.....

.....

Appendix 4

“Lovely” Billie Eilish and Khalid

Thought I found a way

Thought I found a way out (found)

But you never go away (never go away)

So I guess I gotta stay now

Oh, I hope someday I'll make it out of here

Even if it takes all night or a hundred years

Need a place to hide, but I can't find one near

Wanna feel alive, outside I can't fight my fear

Isn't it lovely, all alone?

Heart made of glass, my mind of stone

Tear me to pieces, skin to bone

Hello, welcome home

Walkin' out of time

Lookin' for a better place (lookin' for a better place)

Something's on my mind (mind) always in my head space

But I know some day I'll make it out of here
Even if it takes all night or a hundred years
Need a place to hide, but I can't find one near
Wanna feel alive, outside I can't fight my fear

Activity 01: listen to the song and fill in the gaps

Thought I found a.....

Thought I found a way out (found)

But you go away (never go away)

So I I gotta stay now

Oh, I someday I'll make it out of here

Even if it takes all night or a

.....a place to hide, but I can't find one near

Wanna feel alive, outside I can't fight my fear

Isn't it, all alone?

Heart made of glass, my mind of stone

Tear me to pieces, skin to bone

Hello...

Walkin' out of time

Lookin' for a better place (lookin' for a better place)

Something's on my mind (mind) always in my head space

But I know some I'll make it out of here

Even if it takes all night or a hundred years

Need a place to hide, but I can't find one near
Wanna feel alive, outside I can't fight.....

Activity two: write a short summary of the song

.....
.....
.....

Appendix 5

“It’s you “Alie Gatie

it's you, it's always you

If I'm ever gonna fall in love, I know it's gon' be you

It's you, it's always you

Met a lot of people, but nobody feels like you

So please don't break my heart, don't tear me apart

I know how it starts, trust me, I've been broken before

Don't break me again, I'm delicate

Please don't break my heart, trust me, I've been broken before

I've been broken, yeah, I know how it feels

To be open and then find out your love isn't real

I'm still hurting, yeah, I'm hurting inside

I'm so scared to fall in love. But if it's you, then I'll try

It's you, it's always you

If I'm ever gonna fall in love, I know it's gon' be you

It's you, it's always you. met a lot of people, but nobody feels like you

So please don't break my heart, don't tear me apart

I know how it starts, trust me, I've been broken before

Don't break me again, I am delicate please don't break my heart, trust me, I've been broken before

Activity 01: listen to the song and fill in the gaps

It's you, it's always you

If I'm ever gonna fall in love, I know its gon' be.....

It's you...

Met a lot of, but nobody feels like you

Sodon't break my, don't tear me apart

I know how it starts, trust me, I've been broken before

Don't break me again, I am

Please don't break my heart, trust me, I've been broken before

I've been broken, yeah, I know how it feels

To beand then find out your love isn't real

I'm still hurting, yeah, I'm hurting inside

I'm so scared to, but if it's you, then I'll try

It's you, it's always you

If I'm ever gonna fall in love, I know its gon' be you

It's you, it's always you. met a lot of people, but nobody feels like you

So please don't break my heart, don't tear me apart

I know how it starts, trust me, I've been broken

Don't break me again, I am delicate please don't break my heart,, I've been broken before

Activity two: write a short summary of the song

.....

.....

.....

ملخص

تُعتبر الأغاني بشكل متزايد أدوات قوية لتعليم اللغات الأجنبية، خاصةً في عالمنا المترابط الحالي حيث تحمل الاتصالات والإبداع أهمية كبيرة. يجب على المربين أن يتقنوا استراتيجيات فعالة لاستخدام الأغاني لتعزيز مهارات اللغة المختلفة، مع التركيز الخاص على تحسين فهم الاستماع.

هدفت هذه الدراسة إلى التحقيق في تأثير الأغاني على تعزيز مهارات فهم الاستماع. تناول الفصل السابق الجوانب العملية للبحث، بما في ذلك منهجية إجراء استبيانات وجمع البيانات التجريبية. كما نوقش عينة المشاركة، تلاه تحليل شامل ومناقشة للنتائج. أدى هذا النقاش إلى رفض الفرضية الصفرية استنادًا إلى بيانات الدراسة، مؤكدًا فرضية أن الأغاني تسهم إيجابيًا في تحسين فهم الاستماع.

أظهرت نتائج الاستبيان استقباليًا إيجابيًا من قبل المتعلمين لاستخدام الأغاني الإنجليزية في الصف. زادت الأغاني من الانخراط والدافع، وخلقت بيئة تعليمية داعمة ساهمت في تحسين فهمهم للغة المنطوقة. علاوةً على ذلك، ساهمت في تحسين احتفاظهم بالمفردات والنطق، وفهم اللغة العامية والتعبير الاصطلاحي.

تزيد الأساليب التعليمية الإبداعية، بما في ذلك استخدام الأغاني، من حماسة المتعلمين وتخلق شعورًا بالاسترخاء يؤثر بشكل إيجابي على فهم الاستماع. علاوةً على ذلك، تساعد الأغاني في خلق اتصال عاطفي يجعل تجربة التعلم أكثر معنوية. إدخال الأغاني الإنجليزية للمتعلمين غير الناطقين بالإنجليزية كلغة أجنبية يجعل اكتساب اللغة أكثر شمولًا وجاذبيةً.

في الختام، تسلط النتائج الضوء على الإمكانيات التحولية لدمج الأغاني في ممارسات تعليم اللغات. من خلال استغلال الأغاني بشكل فعال، يمكن للمربين أن يعززوا بيئة تعليمية مثيرة وديناميكية تعزز من كفاءة الطلاب في اللغة وتجربتهم التعليمية العامة.