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Investigating the Role of English Songs in Improving the EFL Learners' Listening Skill

The Case of Study: The First year EFL LMD Students at the University of Eloued

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Dedications

I dedicate my dissertation to

My mother, father, brothers, sisters, and whoever supported me in my life.

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Abstract

Teaching the listening skill is a great task in the EFL classrooms. Listening is the most used skill and the most difficult one as well. Throughout the years, the EFL teachers are seeking for the suitable materials and methods to teach and develop this skill. On the light of improving the listening skill, we made an investigation about the role of English songs as a method in the EFL classrooms to enhance the EFL learners listening skill. Firstly, we have discussed the importance of the listening skill and the implementation of the authentic materials in the EFL classrooms. Moreover, we talked about the advantages and the benefits of using songs in the listening classes as well as the significance of choosing the suitable type of songs. In order to demonstrate or disprove our hypothesis, we have designed two questionnaires to investigate the efficiency of songs in the listening classes. One questionnaire was posted online to the 1st year EFL students at the university of Eloued, and another one was handed to the EFL teachers at the same university. In the final analysis, we suggested a number of pedagogical implications and further recommendations for future studies.

Key Words: Listening skill, EFL learners, English songs.

LIST OF ABBREVIATIONS AND SYMBOLS

EFL: English as a foreign language

ESL: English as a second language

ELT: English language teaching

L2: Second language

LMD: License-Master-Doctorate

Q: Question

%: Percentage mark

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General Introduction

Learning a foreign language is a tough task especially for the adult learners due to its different grammatical structures and rules. For this end, to learn the English language the EFL learners must first master all of the four language skills which are reading, writing, speaking, and listening. The latter plays a fundamental role in developing the other skills. Despite the fact that listening skill is the most used skill in the EFL classrooms, many teachers and learners overlook its importance and spend more time in learning the other skills which led to create many difficulties of listening in the EFL classrooms such as facing difficult pronunciations, diversified accents, and unfamiliar vocabulary. To overcome these difficulties, EFL teachers have implemented different types of materials and methods in the EFL listening classes, but they haven't agreed on what is the most suitable one to enhance the learners' listening skill. English songs are one of the strategies that have been implemented in the EFL listening classes in the recent years. Using English songs in EFL listening classes has been very effective in improving the students' listening skill, because songs always seem to be easy and catchy. Songs are enjoyable, learners can enjoy listening to songs in other places not only in classrooms. Songs' lyrics last in our minds because they are rich of many repetitive words and expressions that can easily conquer our heads. Some EFL teachers found it easier and more efficient to use English songs as a method to enhance the EFL adult learners listening skill. To sum up, when we introduce good songs with meaningful and memorable words in the classroom, EFL learners will find a perfect and relaxing atmosphere that encourage them to be more active towards listening. The diversity of English songs can cover all of the different types of learners and also helps the learners to be more comfortable towards learning unlike some other strategies that may be boring to some learners.

Shen (2009) states that, "How can ELT be made enjoyable and effective? One feasible pedagogical application is to integrate English songs into ELT. Song, a combination of music and lyrics, possesses many intrinsic merits, such as a kaleidoscope of culture, expressiveness, recitability and therapeutic functions, which render it an invaluable source for language teaching." (p.88).

1. Statement of the problem

Listening in the EFL classrooms is a difficult skill to master, because it is the key to understand and to speak the English language. Listening is the process of paying attention to the speaker and to understand the meaning of the spoken words. EFL adult learners face a number of challenges when learning the listening skill, because they are used to different pronunciations and structures of another or other languages. For instance, in Algeria most of the learners rely too much on the French language in learning English. Nowadays, teachers find so many struggles to enhance their learners' listening skill and comprehension. Most of the teachers are still using the same old methods. Learners now tend to be more involved in things that they are interested in, so most of them find it boring to learn by strategies like texts and recordings. To conclude, in most of the EFL classes songs and music are not used enough as a method to enhance the learners' listening skill. Some teachers implement songs inconsistently then suddenly stop using them at all, despite the fact that the students enjoy learning by them a lot. On the other hand, a number of teachers still prefer to use some other methods which drive the learners to get bored and stop paying attention to listening.

2. The aim of the study

This study aims

- To investigate the efficiency of English songs on enhancing the EFL adult Learners listening skill.
- To suggest the advantages of using songs in the EFL listening classes.
- To indicate what is the most effective type of songs to help in improving the EFL adult learners listening skill.

3. The research Question

Listening is the most important language skill as it helps to improve all of the other skills. Despite the fact that the EFL learners are aware of the importance of listening skill, they do struggle to master it due to the lack of efficient strategies and activities. Teachers need to add more effectiveness to the strategies to push the learners to listen more. English songs could be a good strategy to enhance the listening skill, and they might add the efficiency the learners are looking for. Thus, in this research we will try to answer the following questions:

- Do English songs improve the EFL learners listening skill?
- Do English songs motivate the EFL learners to practice listening more?

4. The research hypothesis

In this study, we hypothesize that:

If English songs are frequently used in the EFL classrooms, the EFL learners will improve their listening skill.

5. Methodology

This research will take place at the university of Eloued. The population of this study consists of 110 EFL first year LMD students and 20 EFL teachers. 22 students and 4 teachers will be selected for our sample. In our study we will apply a random sampling in choosing the students, on the flip side we will be selecting

teachers through non-probability sampling. The sample is going to be divided in two groups, one for the learners and another one for the teachers. The data of our analysis will be collected through a descriptive quantitative study by using two questionnaires.

6. Structure of The Study

This research will be divided into three chapters, two chapters for the theoretical part and one chapter for the practical part. Under the first chapter, we will highlight the process of listening in general and its importance for learning a foreign language. The second chapter will be covering songs in general and their relationship with music and culture. Furthermore, we will discuss the application of songs in the EFL adult classrooms and how do they enhance the adult learners listening skill. Finally, the practical part will be a quantitative study about the implementation of English songs to reach a final answer on our research questions and to prove or reject our given hypothesis.

CHAPTER ONE

Chapter one: Listening skill

Introduction

Listening is one of the skills that we must learn in order to master the language. Listening indeed is what enables us to understand and interpret the right message and meaning of the speech. Listening not only helps the learners to get the right interpretation, but also it enriches their vocabulary and communication skills. Nowadays, the EFL teachers struggle to teach that skill because without having the ability to listen the learners will not improve in the other three skills as well. To make the learning process easier, there should be suitable materials and methods used by teachers. Audio materials always seem to be the choice in teachers' hands, but choosing the right one is not an easy task. Learners are different and there must be a suitable material that can cover their needs. In this chapter, we will try to talk about listening skill and its importance in the field of both learning and teaching. We will also try to cover the listening difficulties that may the learners face, and how the implementation of authentic materials will help in overcoming them.

1. Definition of Listening

"Listening means catching what the speaker says. Among others, there is the familiar transaction allusion: listening is a type of negotiation for information or some desirable outcome" (Rost, 2011:2). In other words, it is the process of identifying sounds and turning them into words. Listening is a key part for communication and it is the most important skill among the four macro skills. It is very important in the process of learning, because it is the most used in our lives. Listening is the ability of identifying the meaning from the sounds we hear. That includes understanding the speakers' words, pronunciation, grammar, accent, and intentions. That what makes listening an important task. According to Howatt and Dakin (1974) as cited in (Yagang,1993:1), "Listening is the ability to identify and understand what

others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning". Yagang (1993) adds, "An able listener is capable of doing these four things simultaneously". (p.1).

Listening is the ability to break and decode the signs from sounds. In this process we translate what we hear to a meaningful and comprehensible words. According to Byrne (1981:42) as cited in Ardhani (2012), listening is a process of orally grasping and decoding the signs a listener directly hears. In a listening process, a listener understands and translates the message addressed to him and gets the meaning in the listeners' mind. Also, Listening, according to Oxford (1993:206) as cited in Arevalo (2010), is a dynamic problem-solving skill that involves more than just interpretation of sounds. Listening involves comprehension of meaning words, phrases, clauses, sentences, and connected discourse. In other words, listening is not only about recognizing the sound but also about comprehending and grasping the meaning of the spoken discourse.

Some researchers claimed that listening is a passive process because it is according to them a receptive skill which makes it less important than reading and writing. On the other hand, other linguists believe that writing and reading are actually based on listening which makes it an effective process. According to (Roskelly and Ronald, 1985:1), "Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalization that reading and writing demand. The following three exercises were designed to make students conscious of themselves as active listeners who create the voices they hear as they read/listen and write/listen". In addition, (Mendelsohn and Rubin, 1995:7) as cited in Afrah (2015), "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express". In other words, listening is an act of

hearing, interpreting, guessing and predicting of the message and the discourse which enables the listener to communicate.

To conclude, Listening is an important and difficult task as well. To be a listener is to be a predictor, translator, and a grasper. Listening deals with both the sounds and what we comprehend from those sounds, because when we understand the meaning of the sound; we can easily catch the right interpretation of the message.

2. Major Types of Listening

There are different types of listening, but the intensive and extensive listening are the major two types and the most used by the language teachers and learners. (Harmer, 2007), "Listening of both kinds is especially important since it provides the perfect opportunity to hear voices other than the teacher's, enables students to acquire good speaking habits as a result of the spoken English they absorb and helps to improve their pronunciation" (p. 303).

2.1. Extensive Listening

Extensive listening is the process of using audio materials by the learners outside the classroom. That includes listening to CDs, music, radio and other materials for the sake of improving their understanding and to grasp the general idea or the general interpretation. (Harmer, 2003:29) as cited in (Renandya and Jacobs, 2016), "Students need to be exposed to the English language if they want to learn it, and one of the best ways of doing this is through listening".

The language learners should be aware of the benefits of the extensive listening. They also should be familiar with the amount and the kind of materials and listening they do. According to Harmer (2007), "we need to explain the benefits of listening extensively and come to some kind of agreement about how much and what kind of listening they should do" (p. 304).

To sum up, extensive listening happens usually outside the classroom and focuses on the whole meaning not the meaning of each word or phrase.

2.2. Intensive listening

Intensive listening unlike the extensive listening has to deal with the use of audio materials provided by the language teachers inside the classroom. According to Rost, "Intensive listening refers to listening to a text closely, with the intention to decode the input for purposes of analysis" (2011:184). He adds:

Intensive listening refers to listening closely – for precise sounds, words, phrases, grammatical units and pragmatic units. Although it does not seem that listening intensively is called for in most everyday situations, accurate perception is involved in higher level comprehension and listening. The ability to listen intensively when required – as in listening for specific details or to spot a particular word – is an essential component of listening proficiency. (Rost, 2011:184)

Guo (2005) also explained the intensive listening as a more precise process than the extensive listening and he stated that, "Intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Generally, intensive listening requires students to listen to a text several times, or divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word. The goal is for students to understand every sentence" (p. 13).

To sum up, in intensive listening the learners focus on every detail in the spoken discourse. In other words, learners have to be precise and they need to understand the meaning of every single word they hear.

3. The Importance of Listening in EFL Classes

Some researchers believe that listening is a major skill, because it helps in improving all of the other language skills. Rost (1994) as cited in (Gilakjani and Sabouri, 2016) states that, listening is important in language learning because it gives input for students and it plays a vital role in the improvement of students' language. That is to say, it is like a chain of activities. In order to be able to speak you first need to listen and then when the learner is able to speak, he or she will be able to write and then the learner can reach to master the fourth skill which is reading.

Listening is important because it is not only concerned with the process of hearing sounds, but also it includes the learners to use their critical thinking in order to go further in the communication and reach the accurate interpretation. Rost (1994:2) as cited in (Wulandari, 2011) claims that; listening concerns both social and cognitive systems, and how we organize our own inner intelligence and our human relationships. To sum it up, learners should also use their inner thoughts in understanding what is beyond the language.

Listening is considered as an important step in the process of communicating. (Harmer, 1998) stated that:

one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies. In today's word, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentinian might need to be able to cope with a Russian's version. (p.97)

Nunan (1998:1) as cited in (Zare and Sadighi, 2006) also suggests that listening is key part in the communication and he states that, the fundamental skill of language learning is the listening skill. Students can never learn to communicate successfully without listening skills. Actually, more than 50% of the time; students work in a foreign language is spent on listening. To conclude, without listening we cannot make a conversation or any kind of communication.

4. Hearing Versus Listening

Hearing is a passive process. Hearing can happen without thinking, you can hear sounds while you are already having a conversation with another person. Thus, hearing does not demand using our brains or paying attention. In other words, listening is an active process and it involves us using our minds unlike hearing. Rost (2011) stated that, "While hearing provides a basis for listening, it is only a precursor for it. Though the terms hearing and listening are often used interchangeably in everyday talk, there are essential differences between them. While both hearing and listening are initiated through sound perception, the difference between them is essentially a degree of intention" (p. 12). Thus, listening is a high degree of hearing in which we use our minds to comprehend or to grasp the message.

Helgesen (2003) as cited in (Solak, 2016) believes that listening is an intentional and purposeful activity of making sense of the sounds that we hear. Thus, listening and hearing are related to each other but they are totally different. One cannot listen if he does not hear. In other words, we should first hear the sound in order to listen and comprehend the meaning. However, we can hear sounds without involving listening. To sum it up, listening is active while hearing is passive.

5. Stages of Teaching Listening Skill

Teaching the listening process can be divided into three stages (pre-listening, while listening, and post listening). Underwood (1989) as cited in (Solak, 2016) stated that, the listening process is split into three phases used for specific purposes.

5.1. Pre listening

Pre-listening is the activities we use before to start listening in order to be familiar with the context. We cannot understand a conversation if we have not been familiar with the topics that are being discussed. Wilson (2008) states that:

There are a number of other things that will be useful to know before we begin listening. One is the speaker's voice and way of talking. This includes pitch (high or low voice), accent, volume and what musicians call timbre (something like tone). Speaking styles also vary greatly: some people use metaphors liberally, others use monosyllabic words in short sentences; yet others may use speech that resembles writing in its complexity and syntax - e.g. university professors in lecture mode or political experts on TV news programmes. Also useful to know is information about the passage we will hear. How long will it be? What is its function (ordering, persuading, negotiating)? What structure does it assume (a monologue, a three-way argument)? (p. 63)

Rost (2011) states that, "Pre-listening is a stage of instruction designed to pre- pare students for listening. This phase may consist of a short activity to preview upcoming vocabulary or concepts or discourse frameworks that will help students engage with the listening extract" (p. 188). Thus, listeners need to be exposed to context structures. Teachers in this stage should provide activities to warm their learners up in order to get a vivid image of what they are going to listen. Activities may include using pictures, videos, and texts.

It is clear that learners need to be engaged with activities that help them to grasp what they are going to listen, but the pre-listening activities should not be unrelated to the context. According to Wilson (2008), pre-listening activities for the listening text should be appropriate.

To sum up, pre-listening activities are so helpful for the learners and should not be ignored. In order to be a good listener, you should first practise pre-listening activities. The pre-listening process according to Wilson (2008) can be summarized as:

- Activate schemata: What do I know?
- Reason: Why listen?
- Prediction: What can I expect to hear? (p. 61).

5.2. While-listening

Wilson (2008) claims that:

The students hear the input once, probably listening for gist, although of course there may be occasions when they need to listen for specific information or listen in detail. They check their answers in pairs or groups. This is to give them confidence and to open up any areas of doubt. They then listen a second time, either in order to check or to answer more detailed questions. It is important that the students should be required to do different tasks every time they listen (listening to check answers is slightly different from listening to answer questions). (p. 60).

In other words, in this stage listeners are being tested right after the process of listening or during the process of listening to see if they can predict the meaning of the listening texts.

Underwood (1989) as cited in (Solak, 2016) has provided some examples of while-listening activities:

- To make/control imaging elements
- What image?
- Sets of images of the plot
- Put in order images
- true or false
- Completion of the form/chart
- Complete grids
- Prediction
- Completion of measures
- Completion of multiple choices (p. 49-72).

To sum up, in the stage of while-listening activities the learners will be able to identify their listening progress and that what helps them to improve their listening skills. The while-listening activities process according to Wilson (2008) can be summarized as:

- Monitor (1): Are my expectations met?
- Monitor (2): Am I succeeding in the task. (p.61)

5.3. Post-listening

"The whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. This may be done in plenary (with the whole class) or in pairs or groups" (Wilson, 2008: 61). In this stage listeners are exposed to listening texts or spoken discourses in which they summarize what they have understood or grasped from those listening texts and

discourses. Thus, post-listening activities are considered as the most important stage as they help in improving the learners listening skills including their short-term memory.

To conclude, Wilson (2008) summarized this stage as:

- Feedback: Did I fulfil the task?
- Response: How can I respond? (p. 61).

6. Difficulties of Listening in L2

Listening in L2 classes is not an easy task. Learners find so many difficulties in the process of listening as there are different words, grammatical structures and rules. Some of these difficulties are (Pronunciation, accent, vocabulary, and environmental factors).

6.1. Pronunciation

One of the difficulties in the listening process is that, the English language has dozens of words that are kind of similar in pronunciation. Thus, when the listener hears a sentence that has the same tone of another sentence, he might misunderstand the message. Wilson (2008) stated that:

Sometime during the 1980s a software company was demonstrating its latest product: speech recognition technology. A member of the audience was invited to say a sentence which would then be 'recognised' by a computer and displayed in written form for all to see. The participant, deciding to stay on topic, said, 'It's hard to recognise speech'. The computer promptly, and to much laughter, flashed up, 'It's hard to wreck a nice beach'. (p. 12)

In addition, the different pronunciations rules might lead the listener to be confused. In the English language there are too many words that end with the same letters, but those letters are not pronounced the same. As mentioned in Wilson (2008), "A sentence (however unlikely) such as: M r Clough from Slough bought enough dough. would probably cause

problems for students to pronounce even if they ‘knew’ the words, because of the variety of ways in which one combination of letters (ough) can be pronounced" (Wilson, 2008: 13).

The recognition of the sounds is one of the main problems that face L2 learners, because the English language is rich of similar words in pronunciation. Rost (2011) claims, “Because of the inherent nature of sound, whenever we create a speech sound, we simultaneously create that sound in several harmonic ranges. The ratio between the frequencies in these harmonic ranges vitally affects our differentiation of the sound from other similar sounds” (p. 27).

To sum up, listening in L2 is difficult as there are different pronunciation rules and different words structures.

6.2. Accent

Accent always seems to be a problem in learning any language, because of the variety of people's tongues. The English language has reached so many places in the world. Thus, there are too many people speaking English with different accents around the world. According to Yagang (1993), EFL and ESL teachers only teach their learners with their accent, so the students only get used to their teachers' accents or to the two main English accents (British and American) which mislead them to understand the other English accents.

According to Wilson (2008), learners find difficulties during reciprocal and non-reciprocal listening. Reciprocal listening refers to the types of communications where the speaker and the listener interact with each other, while the non-reciprocal listening refers to the types of communications where the speaker and the receiver do not interact. Wilson (2008) suggested “Mode of delivery” to help in distinguishing these two concepts, a key consideration is the mode of delivery. Distinguishing between reciprocal and non-reciprocal listening can be beneficial in this regard. The contact between two or more people requires reciprocal listening; in other words, there's a talk. Reciprocal listening permits the use of

repair strategies, where speakers may respond to the appearance of misunderstanding by tracking back and beginning again. Non-reciprocal listening represents a condition where the listener has no chance to engage in conversation while, for example, watching TV or listening to radio. The loss of control over the feedback of the listener in these cases is a vital question. Factor tempo, terminology and syntax used by the speaker has little effect on listener and there is no resort to repeat a word if the speech of the speaker makes it nonsensical. It seems shocking to us now, but the first showing of American "talkies" in cinema in Britain made it very difficult to grasp the American accent (Wilson, 2008).

To conclude, the variety of accents in English language may lead the learners to misunderstand the message and fail in interpreting the idea of the message. Thus, teachers need to expose their students to different accents of English in the EFL and ESL classrooms.

6.3. Vocabulary

Vocabulary in L2 plays an important role in improving the learners listening skills. However, it also has been a problem for the English language learners to recognize the meaning of the sounds they hear due to the lack of vocabulary. When the learners hear unfamiliar words, they forget about the whole idea of the message and fall into those unfamiliar words instead. Yagang (1993) believes that, EFL learners are not familiar enough with clichés and collocations in English to guess a missing word or phrase. They cannot, for instance, be expected to know that rosy often collocates with cheeks nor to predict the last word will be something like rage when they hear the phrase he was in a towering. This is a major challenge for EFL learners.

According to Wilson (2008), the listener is finding difficulties because of the tempo and the number of words the speaker cannot inquire for their meaning. The listener has got no influence on things such as tempo, vocabulary and grammar.

To conclude, teachers should adapt different types of audio materials into the EFL classes to teach their learners a good amount of vocabulary through listening. Wilson (2008) explained how (Audiolingualism) came into being to help the learners in experiencing the speaking form of their vocabulary. He added, if the teacher believes that the learners are not aware of a number of words, and they are essential to the meaning or the fulfilment of the defined assignment, it is likely that they should be pre-taught. In addition to being an important step towards learning the passage, pre-teaching words may also provide students with trust and possible useful knowledge about the subject (Wilson, 2008).

6.4. Environmental Factors

There are number of environmental factors that play a role in misleading the EFL learners listening abilities. If the learners are not exposed to a good environment, they will probably lose their abilities of getting the right interpretation of the message they hear. Yagang (1993) believes that, noise, involving both background noises on the recording and environmental noises, can get the listener's mind off the content of the listening discourse. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and his or her facial expressions will normally make it tougher for the receiver to grasp the speaker's intentions.

Wilson (2008) suggested few solutions to have a good atmosphere during the listening classes, "Close doors and windows. Check equipment before class. Investigate the opportunities for swapping rooms or machinery with another class, or going to a language laboratory. Ensure that the volume is appropriate for students in all corners of the room (check beforehand or ask them)" (p. 126).

To sum up, listeners should be exposed to a calm atmosphere and good materials in order to be able to comprehend the speaker's message.

7. The Process of Listening

The EFL learners go through different stages during the process of listening. According to Wolvin (2009), the listener engages in a sequence of five stages: receiving, attending, perceiving, interpreting, and responding.

7.1. Receiving

Receiving is the first stage in listening because it is what leads to reach the other stages of listening. It happens when we first hear the sounds around us. Thus, this step is unlike the other steps because we do not decide to hear or not. It happens naturally.

According to Wolvin (2009):

The listener receives messages. During reception, the listener employs auditory and visual sensory receptors. While the listening process can include hearing sounds, listening and hearing are not the synonymous functions that many individuals assume. The auditory reception of the message is itself a detailed process involving the intricate hearing mechanism. The sound must enter the middle ear, set into vibration the tympanic membrane, and be conducted through the inner ear to the brain. (p.1)

In addition, Tyagi (2013) says that:

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus- this selective perception is known as attention, an important requirement for effective listening. (p.2)

7.2. Attending

Understanding or attending is what occurs when the sound we hear passes the ear.

Wolvin (2009) states that:

The listener is required to focus on the auditory and/or the visual stimuli and concentrate on the message received. While researchers differ as to how the short-term memory system receives and holds the information, they do agree that the attention span is quite limited. Cognitive psychologists recognize that attention is a limited resource of a fixed capacity of sensory systems and memory mechanisms combined. (p.2)

In addition, Tyagi (2013) stated that:

This step helps to understand symbols we have seen and heard, we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause... and sights like blue uniform...that have symbolic meanings as well; the meanings attached to these symbols are a function of our past associations and of the context in which the symbols occur. For successful interpersonal communication, the listener must understand the intended meaning and the context assumed by the sender. (p. 2)

In other words, this stage is about understanding and grasping the sounds we hear and interpreting them and storing them in the short-term memory.

7.3. Perceiving

Perceiving is what occurs when the listener is able to call back the previous interpretations of the sounds he heard from the sender. In other words, the listener can call back in action what he has seen before to use it also in helping him interpreting the current sounds. The listener compares what he currently heard to what he has heard before.

"Remembering is important listening process because it means that an individual has not only

received and interpreted a message but has also added it to the mind's storage bank. In Listening our attention is selective, so too is our memory- what is remembered may be quite different from what was originally seen or heard" (Tyagi, 2013:2).

7.4. Interpreting

In this stage, listeners tend to give the sounds that they hear a meaningful interpretation. Listeners try to comprehend and grasp the message in order to get the right interpretation of the whole idea. "Once the message has been received and perceived by the listener through the auditory, visual, and attention processors, the message must be interpreted by the listener. This stage of the listening process involves fitting the verbal and/or nonverbal messages into the proper linguistic categories stored in the brain and then interpreting the messages for their meanings" (as stated by Wolvin, 2009:2).

7.5. Responding

At this stage, listeners involve in the communication by providing their verbal and non-verbal responds relying on their interpretation and their evaluation of the message they have received. It is what completes all of the other stages. "This stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message" (as stated by Tyagi, 2013:2-3).

8. Models of Listening

There are too many models of listening. Under this section we are going to mention the two main models which are: Top-down model and bottom-up model.

8.1. Bottom-up Model

The bottom-up model is about interpreting and analysing the meaning of sounds by referring to the words structures that the listener hears. The bottom-up processing model, according to Jack and Willy (2002):

The bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts. (p. 239)

8.2. Top-down Model

Top-down model refers to the previous interpretations of similar topics and words the listener has already used. When the listener faces similar topics, he or she brings and calls back the previous interpretations and meanings to cope with the current situations. According to Jack and Willy (2002):

Top-down view suggests that the listener actively constructs (or, more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situation, as well as to each other and prior events. (p. 239)

9. The Use of Authentic Materials

9.1. Definition of "Authentic Materials"

According to Rogers and Medley (1988) as cited in (Fischer,1993), the word "authentic" is referred to as the language samples, both oral and written forms that reflect naturalness of form, and the quality of cultural and situational context that can be found in the language as used by native speakers.

9.2. The Significance of Authentic Materials

The use of authentic materials in the EFL listening classes is helpful and efficient. According to (Rogers and Medley, 1988:467):

If students are to use the second language communicatively in the real world tomorrow, then they must begin to encounter the language of that world in the classroom today. They must see and hear the second language being used as the primary medium of the communication among native speakers ~ as language with a purpose.' This can be best done through the use of authentic materials (As cited in Fischer, 1993:5)

Conclusion

Listening is an active process which involves the learners to think, predict, grasp, imagine, create, comprehend, and give meaning to the sounds they hear. Listening is far wider than hearing. In the process of listening, learners need to cover different activities, strategies, and methods in order to master the listening skill. For the aim of making the learners more involved to listening, EFL teachers must also provide different structures and methods as well.

EFL learners need to be exposed to everything that is related to listening, its definition, its types, its importance in the field of learning, its difficulties, and its different models and methods. On the other hand, EFL teachers also should consider the different

strategies of teaching listening, the stages of teaching listening, and the implementation of suitable materials to cover the learners' needs.

Many would misunderstand the role of listening and would consider it as a similar process as hearing. The truth is, listening is much more than just hearing. Listening is active and it can be considered as the fundamental part of the other language skills.

CHAPTER TWO

Chapter Two: Songs in EFL Listening Classes

Introduction

Listening skill is a difficult task in the EFL classrooms, the EFL learners have faced a number of challenges and difficulties in mastering that skill. For that end, EFL teachers have implemented different strategies and methods to work on overcoming those challenges.

One of the strategies that have been introduced in the EFL classrooms, is the implementation of English songs. Songs are a great tool to enhance the learners' vocabulary, speaking, and especially the listening abilities. They are rich of repetitive expressions and new words that the learners can use inside the classrooms or outside the classrooms. Songs can be an effective method for teaching listening, if they were used on a regular basis.

Songs and listening have a strong relationship. Foreign language learners always struggle in listening and understanding the native speakers' language, as they speak rapidly and their accent is totally different from the accents that the EFL learners hear in the classrooms. Songs can provide the EFL learners with dozens of words with different structures and forms, so that; they can get used to the different ways of words pronunciations and tones.

In this chapter, we are going to discover everything that is related to songs and their effectiveness in enhancing the EFL learners listening skill as well as their function in the foreign language classrooms. Furthermore, we will see that songs not only have a strong relationship with language learning, but they also have strong relationships with music and culture as songs are a part of musical activities and cultural events.

1. Songs and Music

Songs and music have a strong relationship. In this section we will look into their role and their contribution in the EFL classrooms.

1.1. Music

Music is the sound that expresses our attitudes toward life. Music is the sound of emotions, feelings, beliefs, and power. Music reflects our activities in life.

Music in language learning is considered as a method that helps the students to perform better. Students who listen to music are more flexible and more intelligent. According to Gardner (1983) as cited in Eady and Wilson (2004), music can be seen as a musical intelligence, and it is a part of the seven basic intelligences. So that, music will help the students to become more efficient and to learn the language more and more efficiently. According to Eady and Wilson (2004), different studies and reports suggest that music can contribute in language learning and contribute to the academic motivations, achievements, and to the improvement of creativity.

According to Dictionary.com, music is a single (melodious) or multi-line (harmonic) sound, which sounds one or even more vocals and items, or the sounds are to be perceived or will be used by one or more voices or instruments.

1.2. Songs in Relation to Music

Songs and music are related to each other, since songs are composed of musical sounds and tones. Songs are the spoken version of musical messages. Songs and music differ in the use of words and lyrics. According to Pratiwi (2018), a song is:

A short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice. The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Songs can have a simple structure of one or two verses, or a more complex one with multiple verses and refrains. Songs usually have a meter or beat. Whether you sing or speak the lyrics, you can feel a pattern or pulse in the way the words move the song forward. (p.370)

1.3. Songs

Songs in general or as an authentic material have a historical background related to culture. Songs as well have some benefits that make them a good material in the EFL classrooms.

1.3.1 The Definition of song

The term 'song' in language teaching. Usually, is known as musical sounds with lyrical words and poems to convey a message. Shen (2009) defines songs as, "songs have innumerable virtues that deserve our attention. Their richness in culture and themes, their idiomatic and poetic expressions, their therapeutic functions and so on makes them an impeccable tool for language teaching." (p.88).

1.3.2 The Relationship Between Songs and Culture

Songs are linked to the cultural environment in many ways. Songs carry different dialects and accents of different places, and bring up different pronunciations. As EFL learners face some problems in learning the grammatical and syntactical structures of the language, songs can provide them with various aspects about the language.

Songs have some cultural dimensions. According to Byram and Risager (1999) as cited in Arévalo (2010), in the cultural dimensions; there are three main elements of classroom instruction in foreign languages. Firstly, there is the communication skill factor that allows foreign language speakers to gain a better understanding in which a language will be used in particular socio-cultural situations and to make reference to communal diversity and pre-suppositions of particular individuals of fluent speakers. Secondly, a foreign speaker has the opportunity to focus on his environment, how it looks outward and how a connection can be formed, considering various cultural viewpoints, between it and the environments of others in order to promote contact. Thirdly, there would be the instructor's ability to arbitrate among learning cultures as well as other people, to assist students in gaining their own potential as mediators, and to enhance the attention of the learners in other cultures generally, regardless of the connection to a particular language. On other words, songs are a tool that opens up different abilities to cope with the contextual and environmental situations.

1.3.3 The Historical Experience of Songs

According to some researchers, it's believed that songs are born with us and we unconsciously express our attitudes with songs and musical sounds. According to Andrade (2017), "Songs have been part of the human life for a long time. Nowadays, they are used in the human daily life, in different situations; for example: people listen to music and sing songs in bars, in the car radio, in the shower, etc. that is why, the use of songs is an essential part in the language experience. Consequently, using songs for the English language teaching process can be of great value." (p. 6-7).

According to Shen (2009), "Songs have been an amusing companion for human beings for as long as or even longer than we can speak. As an integral part of

our language experience, it can be of great value to foreign language teaching. And the many-faceted merits songs possess may enrich and activate our foreign language class." (p.88).

To sum up, songs have strong historical backgrounds. Songs are heard in different periods of times. People always find songs and music the perfect tool to express themselves.

1.3.4 Songs as an Authentic Material

Songs as an authentic material can be seen as a good tool to enhance the learners' skills and abilities. Songs play an important role in increasing the learners' abilities in learning the four language skills. According to Zafra (2010), "The main aim of a foreign language lesson is to enable students to understand and to communicate in that language. The use of authentic material is, as such, a basic tool if we want our students "handle" it in real situations. Songs are one kind of this authentic material that our students, from the very moment they love music, are enjoying and taking advantage from them." (p.1).

Zafra (2010) states that, songs as one of the authentic materials bring a lot of advantages:

- It is at hand.
- We get a good quality of sound for individual or whole group work.
- Listening to songs produces a relaxing atmosphere and maximizes motivation.
- It provides a meaningful context.
- Songs stick in our minds so, they help to remember new vocabulary.
- Singing is easier than speaking as we use a different area in our mind.
- It is tool for culture transfer.

- It is always an updated authentic material.
- If students are provided with their own computer, they can record themselves in order to work on rhythm, pronunciation, stress, long utterances, etc. This way, they have the possibility of listening to their own voices for self-correction and improvement.
- If video is available, we may broaden the variety of activities. (p.3)

2. Criteria of Selecting Songs in EFL Listening Classes

Choosing a song to bring in the EFL listening classes is a big task for EFL teachers. Some songs are not appropriate for the classroom environment, others may include regional and religious conflicts. Terhune (1997: 8) as cited in Izzah (2014) lists a number of difficulties in the process of selecting the appropriateness of English songs played in the EFL classrooms:

1. Pop songs are not scientific. Hence, some teachers and learners do not agree that they are efficient methods in learning.
2. As each learner has a different strategy of learning, some learners may face some challenges in studying through songs.
3. Inefficient sound systems in classrooms may cause problems while listening to songs.
4. The types of music favored by learners may not be matching with each other.
5. Songs that are not grammatical or those involving complicated sentence structures may confuse learners.
6. In some songs, there may be inappropriate parts that cannot be explained to learners.

7. Repetition of a limited number of words may get the students bored in the classrooms.

Lems (2001) as cited in Xiao (2013) stated that, songs shall be handily selected. Firstly, lyrics should be vivid, not vague; secondly, vocabulary shall be appropriate for the current students' ability; and thirdly, the songs should be played before they are recommended to students in order to avoid any kind of negative contents (for instance: pornography, controversial religious issues). In other words, songs must be free of any kind of abuse or harsh expressions.

3. Features of Songs in EFL Classes

Before implementing songs in the EFL classes, teachers have to consider the characteristics of the songs that they are going to use. There are some points to keep in mind while using songs. Orlova (2003) as cited in Lestary and Seriadi (2019) believes those are some features that can make songs an efficient strategy to work with in the EFL classes as listed below:

- a. Applying the rhythm, stress and the intonation patterns of the English language.
- b. Teaching vocabulary, especially in the vocabulary reinforcement step.
- c. Teaching grammar, lecturers during testing the use of the tenses especially fav songs.
- d. Teaching speaking. For this aim, songs and especially their lyrics are employed as a stimulus for class interactions.
- e. Teaching listening. songs can help for comprehension abilities.
- f. Improving writing skills. It means a song can be used in a type of ways; for instance, speculation as to what could happen to the

characters in the future, writing a message to the main character, etc.

4. Reasons for Using Songs in EFL Listening Classes

It is assumed that, before implementing any method in the classroom, there should be reasons behind choosing that method. There are some reasons why songs have to be implemented in the EFL listening classes. Songs are used everywhere and all the time in our life and they have been useful in many contexts. In other words, if songs can be useful outside classrooms, they will also be a good help inside the classrooms. Eken (1996: 46) as cited in Schoepp (2001) claims that songs would be implemented for these reasons:

- To present a subject, a language point, lexis, etc.
- To participate in a language point, lexis, etc.
- To put more focus on common student errors in direct way
- To motivate the learners to practice extensive and intensive listening
- To stimulate conversations of attitudes and emotions
- To encourage the learners to use their creativity and imagination
- To afford a good classroom atmosphere
- To make the learners learn in a fun way.

5. Benefits of Using Songs in The EFL Listening Classes

Using songs in EFL listening classes has always been a benefit to the language learners. Learners enjoy learning with songs rather than with any other tools.

According to Pratiwi (2018):

Studies have shown that language students rate “singing an English song” as the most enjoyable class activity above all others. Its value is obvious as a motivational technique in English Classroom. Instrumental music can also provide a calming atmosphere. It can be classical music, or any other kind of music that students might choose, with a relaxing, positive style. Many linguistic features that can help second language students are present in songs: they contain many common, short words and many personal pronouns. (p.370)

Pratiwi (2018) states, those are some important reasons why songs can work perfectly in the foreign language classroom:

1. Songs almost always contain authentic, natural language This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled.
2. A variety of new vocabulary can be introduced to students through songs Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions.
3. Songs are usually very easily obtainable Cibemba and Silozi non-withstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There’s always the internet which can connect you with song downloads in all but the most obscure languages.

4. Songs can be selected to suit the needs and interests of the students In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs.
5. Grammar and cultural aspects can be introduced through songs Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use “Hit the Road Jack” sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions is virtually every line of the song.
6. Time length is easily controlled Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible.
7. Students can experience a wide range of accents A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too. (p.371)

6. Songs Effectiveness on The Learners' Listening

Comprehension

Songs play a vital role in the EFL and ESL classes to work on enhancing the learners' listening comprehension. According to Arevalo (2010):

Listening comprehension through songs can be developed based on the correct material selection and systematic and coherent lesson plans. To select the appropriate songs it is necessary to consider learning purposes as well as the applicability and adaptability of the chosen texts. In order to do systematic lesson planning, we should pre-establish goals carefully stated for each lesson plan; design careful listening tasks from the simplest to the most complex; ask for an active, overt students' participation; and have a teaching not testing purpose when listening. Moreover, it is necessary to develop listening for gist, selective listening, and listening for predictions which are the relevant skills when developing listening comprehension. (p.131)

7. The Procedure of Implementing Songs in EFL Classes to Work on Listening Skill

As the listening skill is considered as a very difficult process, the foreign language teachers have provided too many tools and methods to work on enhancing their learners' listening skill. Recently, songs took a place in the foreign language classrooms to improve the abilities of learners toward listening. To make songs work good, teachers have to follow some ways and procedures first. Those procedures can be seen at the pre-listening, while-listening, and post-listening activities.

7.1. Pre-listening Activities

Pre-listening activities are those activities provided by the teachers to warm up their learners about the subject they are going to discuss. In this stage, teachers provide some details about the song that they are going to play during the listening class. details could include the title, the writer of the song, the theme of the song, and the subject of the song. Sariçoban (2000) as cited in Izzah (2014) talked about the

importance of introducing the theme, the title or the subject of the song if there is one, exposing students to the lingual points to be discussed and using an image to introduce the theme of the song to be played.

As cited in Xiao (2013), Richards (2005) stated that, learners must get ready for what they will hear at the pre-listening stage. Teachers can play background music to ease the mood or teach learners what songs will be performed next. Learners will use their background information to anticipate what teachers are going to play and what activities may take place.

Zafra (2010) listed some of activities for the EFL teachers to follow in teaching their students at the pre-listening stage:

- A gapped song or a part of it is to be filled, with or without answers for varied choices. Some hints, like the first and the last letter of a word, may also be given.
- Reviewing the responses in small groups or by the whole class.

To sum up, this stage is very important when using a song in the EFL listening classes, because this stage is what builds their knowledge about the song and it is what enables them to proceed at the next stages. Xiao (2013) stated that:

This stage is rather short; generally it only lasts for a few minutes. The aim of this stage is to arouse students' awareness and activate background knowledge. The practice for students using background knowledge is really helpful for them to improve their listening skills. It is important for students to make the predictions to the listening materials. For example, what questions might be asked; the purposes for teachers to use those materials; what might the materials be about. That is what we shall do for the pre-listening stage. Just as a saying goes, "soldiers did not fight

in war without preparation.” After that, we can move to the next stage: while-listening stage. (p.23)

7.2. While-listening activities

According to Peachey (2003) as cited in Izzah (2014), in order for learners to get used to the voice of the singer or the pace of the song, they have to listen to that song for three or four times at minimum. Prior to listening, it is very important to grant learners with a little time to view the questions they are going to respond while listening. According to Richards (2005) as cited in Xiao (2013), at the while listening stage, learners use drills to practice their listening skills.

At this stage the teachers check the learners if they have understood some parts of the song. According to Izzah (2014):

In this stage, activities such as removing certain parts of the text which are related with the grammatical form, word or pronunciation type in question, checking the accuracy of the predictions made about the song before listening, ordering the lyrics of the song, answering multiple-choice or open-ended questions about the song, picking the words that students hear in the song from a long wordlist given before listening, pausing the song and asking students to repeat the last word they have heard or correcting lexical, grammatical or syntactical mistakes deliberately involved in the lyrics. (p.7)

These are some activities for EFL teachers to follow in teaching their students at this stage according to Zafra (2010):

- A gapped text is given to students, and they try to guess which word comes for each gap after a previous listening. When the song is famous, they attempt to "catch" a sentence in its entirety or the chorus.
- Provide the learners with clues to help them in filling the given gaps.

According to Xiao (2013):

For the true/false questions, teachers can write down few accounts according to the themes or main ideas of the lyrics, and after that let students judge whether the accounts are correct or not. This activity testifies students' understandings on listening materials and finds out whether or not students have problems in understanding the materials. If the majority of the students did not get the answers teachers might reconsider the difficulty of the materials or the arrangement of the relative task. For the gap-filling task, teachers can type the lyrics that omitted some key words, phrases or even short sentences. Teachers hand out the lyrics and play the recording. For the first time, students need to have a general idea about the lyrics; for the second time, students can fill out the blanks and have a deep understanding; for the last time, students can check their answers. This activity is really helpful for it cultivates students' note-taking abilities and helps them to learn the words, phrases and some useful expressions. Sometimes students can even get the cultural knowledge, for the pop songs contain a lot of useful linguistic features. For example, one sentence from the lyric of Westlife's "Seasons in the Sun" is "I was the black sheep of the family." Black sheep originally comes from religion; here it should be interpreted as "the odd within the family." (p. 23-24)

7.3. Post-listening Activities

At this stage the learners involve in interpreting the message of the song and its theme. Sariçoban (2000) as cited in Izzah (2014) suggested using tasks such as viewing a passage about the singer or the theme of the song, discussing and interpreting the song and dramatizing the subject of the song. These exercises might differ in accordance with the language level and the subjects of interest of the learners. The teacher would verify the responds of the questions from the while listening level. According to Xiao (2013):

Some writing activities are also important since teaching listening is not isolated, it should be integrated with reading, speaking and writing. For example, teachers can let students recompose the songs' lyrics with some of their own words or write a reflection on the song or teachers' activities used in the classrooms. From that teachers can know more about students' thoughts and the effectiveness of today's teaching. It will be helpful for teachers' to make improvements in future teaching. (p.25)

Some activities for the EFL teachers to apply at this stage provided by Zafra (2010) would include:

- We could provide the learners with a few mixed song lines, so they will be compelled to order them.
- Providing questions: questions are one of the valuable post-activities for the use of this type of material, but its use must be based on the suitability to the level of our learners.

8. Teaching Songs to Students with Hearing Impairments and Deafness

A classroom could include various types of students; teachers should therefore take into account the varied needs of students when designing their educational instruments. This is important in order to ensure that all students' learning needs are met through training and can be accomplished when teachers employ methods of teaching that allow them to teach content in many ways (Cross, Salazar, Dopson-Campuzano, & Batcheldar, 2009) as cited in (Erbas, 2017). So, songs are no exception. When implementing them in the EFL listening classes, teachers have to consider all the types of learners.

8.1. Hearing Impaired and Deaf Students' Position in The Classroom

According to Colclasure, Thoron, and LaRose (2016), the learners who have hearing impairments mostly rely on vision for information in the classroom. One of the best methods teachers should take is to provide written material as much as possible when dealing with students who are hearing impaired. Information like instructions or notes can be provided as a handout or written down on the whiteboard when addressed. Handwritten content should be readable and of sufficient dimensions to be seen from a distance. Positioning the student's desk near the written material can be beneficial. In addition, students with hearing impairment also collect knowledge through lip reading and facial movements. Teachers should first write material on the board, then face students while talking to ensure that their face is not covered while they are speaking. In a lighted space, it is vital to speak with minimal background noise. Depending on the student's need for hearing impairment additional interventions, such as the use of the microphone or audio recording device, may be required. It may be useful to submit on-screen subscriptions or print audio translations to videotapes or DVDs.

For the learners who have deafness, according to Colclasure, Thoron, and LaRose (2016), the role of the student in the classroom is crucial in order to ensure access to instruction for those who are deaf. Students using an interpreter ought to be placed so that the interpreter and teacher can be clearly seen. The translator must also be able to see the student and the teacher clearly. Students reading lip should be placed as close to the teacher as possible. Students should be able to see clearly the mouth, facial expressions and movements of the teacher. If you participate in the lectures, it is useful to arrange circular seating so that students can see all other participants. The exaggerated lip form should not be used when talking and overstating gestures; it is not common in communication and can confuse learners and other classroom learners. Extremely important to use strong visual instruction tools like images, graphs and charts. Video is pleasant, but it should be combined with captions.

To conclude, it is important for teachers when using songs in listening classes to consider the position of their deaf or hearing-impaired learners. All learners must be equal. Learners who are deaf or have hearing loss also need to be taught with special requirements, so we must consider all these requirements in teaching songs to them. Teachers should use innovative methods to guarantee access to education for learners who are hearing impaired or deaf (Colclasure, Thoron, and LaRose, 2016).

9. The Best Type of Songs for EFL Listening Classes

Deciding what is the best type of songs to be introduced in the EFL listening classes is not an easy task, teachers are still seeking for the answer for that question. Some Linguists argued about almost every type of songs, while some of them agreed about the usefulness of Pop songs. As cited in Hadian (2015), Brand & Li (2009)

stated that, there are several reasons why songs for second language learners, especially pop songs, may be useful.

According to Lynch (2008) as cited in Xiao (2013), Pop songs are so common that they have strong teaching influences. Moreover, they give teachers and students a lot of pleasure. In addition, Lieb (2008) as cited in Xiao (2013) claims that, students can easily receive pop songs because they live in a pop music culture. Students link their lives to pop songs because much of the lyrics reflects the feelings of learners. Even many Chinese have an influence generation by generation on the song of John Denver's "Take Me Home, Country Road", it is very familiar. The song is a popular theme for people who miss their homes and their families when they have been long away home. To conclude, pop songs do have strong characteristics that make them the best type to be implemented in EFL listening classes.

Conclusion

EFL teachers have experienced too many tools and methods in teaching language, especially, in teaching the listening skills. They already noticed that there is always a negative atmosphere in the classroom. Because of the difficulties of learning listening, EFL learners always get distracted and lost in the classroom, learners are always surrounded by a boring environment. EFL classrooms are in need to something new, something effective, something that can change the atmosphere of learning the language and the listening skill in particular as it is the most difficult process in the language learning. The use of songs could be the answer to all these classroom problems. The idea of implementing them as a daily learning method is new and effective. However, songs in language learning are not a new concept of education.

During our research, we have seen that songs are not only a tool of learning, but also a method for calming and changing the mood and the feelings of the learners. Songs as an authentic material can bring so many benefits and advantages to the EFL listening classes such as, providing lyrics with the proper pronunciation of the words, and they can also introduce a variety of accents of the English language; so that, the learners will get used not only to the American or the British accents, but also to the other English accents. Songs are also so helpful during the three stages of listening, as they provide dozens of activities that help the learners to improve their listening comprehension. The different types of songs make the process of meeting the learners needs easier. The most effective type is pop songs, as they are commonly used in our daily life and they also share a lot of social backgrounds.

EFL teachers need to understand all the categories of students and their needs during the implementation of songs. EFL classrooms are full of learners with different requires, some cannot see, some cannot speak, and some cannot hear. As songs are usually involved with listening, teachers must consider ways and materials to cope with the learners who have hearing impairments and deafness.

CHAPTER THREE

CHAPTER THREE: The Field Work

Introduction

This chapter will present the realistic section of the previous chapters' theories. We will address in this section our methodology and the findings of our study by analyzing the role of English songs in improving the EFL learners listening skill by collecting data from the 1st year EFL LMD students at the university of Eloued. In this chapter, we will also indicate the description of the questionnaires, the sample, and the questionnaires results. The data will be collected through a quantitative study by submitting two questionnaires, one for the students and another one for teachers. Tables and charts will display the results of these questionnaires. At the end of this chapter, we will try to reach to answer our research questions, indicate some future recommendations and implications, and we will also try to make our research hypothesis established.

1. Research Methodology

As it is necessary for the researchers to choose the right method for their study, we have chosen a method that allows us to collect data within a short period of time. In this study, A descriptive approach is to be followed. By this approach, we examine the role of English songs in enhancing the listening skill of the first year EFL students through a quantitative analysis of numbers and percentages to demonstrate the results of our research.

2. Data Gathering Tool

In our study, two questionnaires will be used as a tool to gather the data. One questionnaire was designed for the first year EFL students at the university of Eloued to collect data on the role of English songs in improving their listening skill, the

second questionnaire was made for the EFL teachers at the same university. The aim of using both questionnaires is to answer our research questions as well as to demonstrate our research hypothesis.

3. Students Questionnaire

3.1. The Sample and Population

This questionnaire is done through a random sampling. From a population of 110 students of the first year EFL students at the university of Eloued, we have randomly chosen the fifth of the population which introduces a sample of 22 students. We have chosen to work with this population because we studied at this university and we had already experienced the implementation of English songs by some teachers of oral expression, as well as it was easier for us to reach and contact the students and the administration for any needed information.

3.2. Online Questionnaire

The online questionnaire is a form posted on the net to save time and to enable the researcher to contact the needed sample. The online questionnaire provides a comfort zone to the students to express themselves freely. Due to covid19 and its impact on the current study program of the 1st year students at the university of ELoued, we had to post the questionnaire online. The questionnaire was posted on the 1st year students page on Facebook and was sent also to their Messenger group. The questionnaire included different kind of questions that requires (short answers, long answers, and multiple-choice answers).

3.3. Description of The Questionnaire

This questionnaire was built on the analysis of the role of English songs in improving the learners listening skill, 21 questions including (open-ended, closed-

ended, and multiple-choice questions) were asked to make this analysis. The questions were provided within three parts: students' general information, students listening skill, and the role of songs in enhancing the learners listening skill.

In the first section, we have asked questions related to the participants general information including their age and their choice of learning the English language. At the second part, we provided questions on the importance of the listening skill compared to the other skills. We have also asked questions about the learners' performance in listening and the material used by their teachers to work on improving their listening as well as if the provided materials help them doing better in listening. The last part concerned the importance of English songs as a method to work on improving the learners listening skill. The questions included if the oral teachers use songs in their classes or not, how do songs motivate the learners and help them in learning the language, and what is the most used type of songs by the oral teachers as well as what is the best type for the learners themselves to improve their listening skill. The questions of this part were addressed for the aim of reaching answers to our research questions.

3.4. Results of the Analysis

Part One: General Information

Question 1) Age :

Table1. Students' age

Age	Number of Students	Percentage
18	3	13.6%
19	6	27.3%
20	12	54.5%
23	1	4.5%

We notice from the above table that the majority of the 1st year students are surprisingly at the age of 20. The table shows that, 12 students (54.5%) from the 22 respondents are 20 years old. On the other hand, the results also indicate that, there are 6 students (27.3%) at the age of 19 and 3 students (13.6%) at the age of 18. It was also identified that, only 1 student from the 22 respondents is at the age of 23 and that represents only (4.5%) of the sample.

Question 2) Is studying English your first choice?

Table2. Students' choice of studying English

Option	Number	Percentage
Yes	17	77.3%
No	5	22.7%

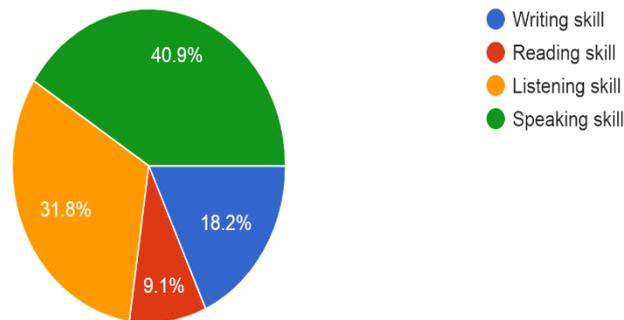
The table presents that, studying the English language was the first choice for most of the 22 respondents. 17 students (77.3%) answered with yes, whereas only 5 students (22.7%) answered with no.

Part Two: Students Listening Skills

Question 3) Which skill you are invested to develop?

Figure1. Students ' choice of the skill they want to develop

22 responses

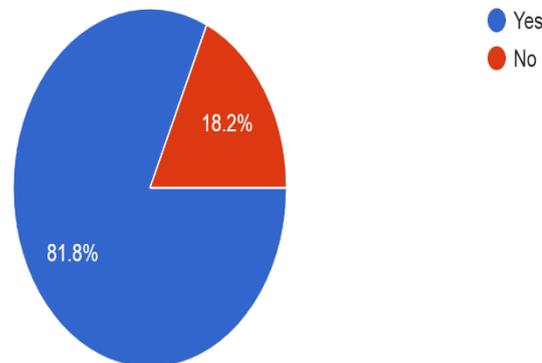


We notice from this chart that, the majority of the 22 respondents presented in 9 students (40.9%) are invested to develop their speaking skill as it is showed in the green color. A fine number of students presented in 7 students (31.8%) are invested to develop their listening skill. On the other hand, few students are invested to develop the other skills. The results show that, 4 students (18.2%) are invested to develop their writing skill, while only 2 students (9.1%) are invested to develop their reading skill. From these results we notice that, most of the students want to develop their listening skill rather than their reading and writing skills. Listening is important and it is what makes students good communicators during the oral classes, for that reason teachers should focus more on improving their students listening skill.

Question 4) Are you aware of the importance of developing the listening skill compared to the other language skills?

Figure2. The importance of listening skill

22 responses



Listening skill in the EFL classes is receiving less attention than the reading and writing skills, there is more focus on developing the other skills while overshadowing the listing skill. Thus, we asked a simple question about the importance of enhancing the listening skill compared to the other skills. From the

figure above we notice that, the majority of the 22 respondents are aware of this importance. 18 students (81.8%) answered with yes, while only 4 students (18.2%) answered with no. From these results we notice that, listening is important and need to be recognized like any other skill in the EFL classes.

Question 5) Do you think it is important for you to improve your listening skill?

Table3. The importance of improving the listening skill

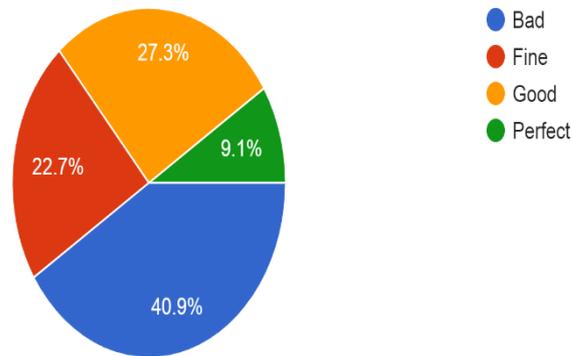
Option	Number	Percentage
Yes	19	86.4%
No	3	13.6%

In order to be able to learn something, you have to consider its importance. Thus, we asked the respondents if they think that it is important for them to enhance their listening skill. The results in the above table show that, listening is a very important skill, and most of the students want to improve it. 19 students (86.4%) answered with yes, whereas only 3 students (13.6%) answered with no. Like the previous results, this table assumes the importance of listening skill and the importance of the teachers' role in developing this skill for their learners.

Question 6) How do you evaluate your listening skill?

Figure3. Students 'performances in listening

22 responses

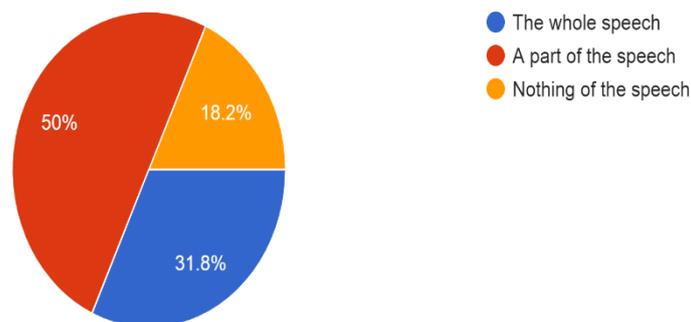


We had to ask the students about their performances in listening in order to rate the difficultness of this skill in the process of learning the English language. From the above chart, most of the learners' performances in listening are bad, that was shown in 9 students (40.9%). The results also show that, 11 students' performances are between fine and good. 6 students (27.3%) are good, while 5 students (22.7%) are fine in listening. The above figure also shows that, only 2 students (9.1%) can perfectly master the listening skill. In conclusion, it is noticeable that it is hard to master the listening skill. There are many learners who are not good at listening due to the difficulties they face while learning the listening skill.

Question 7) When listening, do you understand

Figure4. The students' ability of understanding the spoken discourse

22 responses

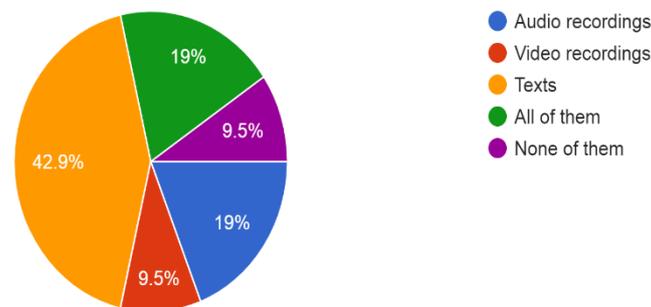


Because of the challenges of the listening skill, we asked a question about what can the learners catch from an English speaker. The above figure shows that, there are many students who can only get a part from the spoken discourse, which is presented in 11 students (50%), whereas 7 students (31.8%) can understand the whole speech. The chart also presents that, 4 students (18.2%) do not understand anything at all from the spoken discourse. We notice that, 15 students out of 22 either cannot understand the speaker or can only get a part of the speech. All of these results demonstrate that, listening skill is difficult for the EFL learners to master. Thus, there must be suitable materials in the EFL classes to work on improving this skill.

Question 8) Among these types of teaching materials, which one is used the most by your teacher in teaching listening?

Figure5. The most used materials in teaching listening

21 responses



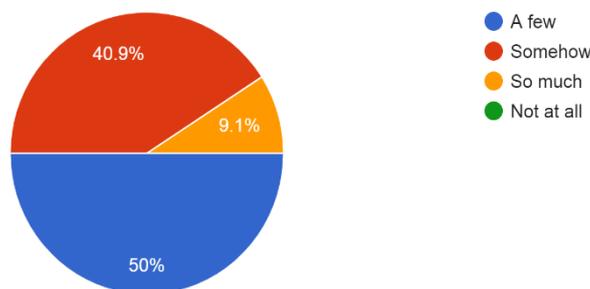
In order to enhance the learners' listening skill, a number of materials are used in the EFL classrooms. Each type of materials has its own advantages and disadvantages, because there are also different types of learners as well. Using the suitable materials to cover all the types of learners is an important task. For this aim, a question about the most used materials in the EFL listening classes was asked. We

had provided 5 options and a section for adding other materials. Only 21 students responded to the 5 provided options, while no student has added another option. As it is shown in the figure above, texts are the most used material by the EFL teachers in the listening classes as it appears in the answers of 9 students (42.9%). The results also show that, there are some teachers who either use audio recordings or all of the mentioned materials, that was presented in 4 students (19%) for each option. Using the video recordings or none of the mentioned materials at all were only chosen by 2 students (9.5%) for each option. To sum it up, EFL teachers rely so much on texts rather than any other types in teaching the listening skill.

Question 9) To what degree the previous material enhances your listening skill?

Figure6. The efficiency of the materials

22 responses

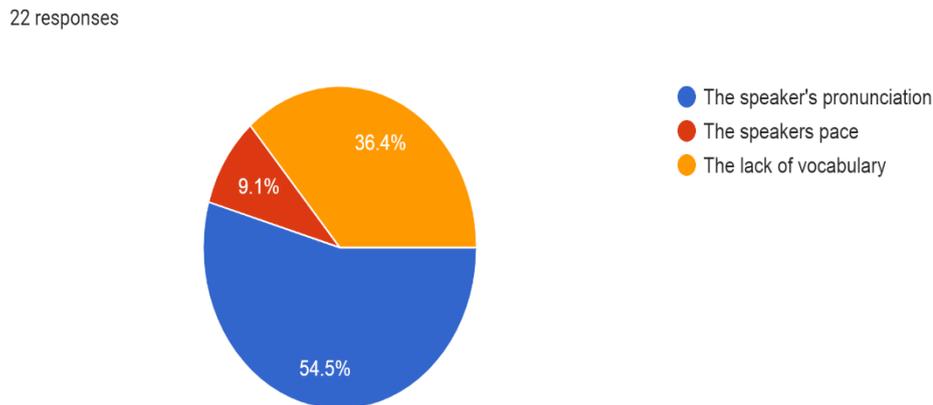


We asked this question, because the usefulness of the materials is what reflects the learners' performances in listening. As it appears in the figure, half of the sample 11 students (50%) clarified that, the previous material helps them only a little bit in improving their listening skill. A good number of students (40.9%) also said that, the previous material somehow helps them, whereas only 2 students (9.1%) received a good help from the material that is used by their oral teacher. On the other hand, no respondent has received no help at all. From these results we notice that, most of the

materials that are used in teaching listening do not help enough in developing the learners listening ability and skill.

Question 10) What is the main problem you face while listening?

Figure7. Listening problems in the EFL classes

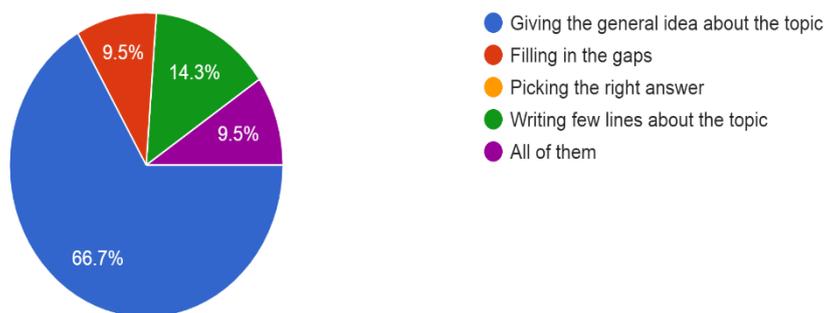


The above chart shows that, the main problem that the learners face during listening is the pronunciation, it is shown in 12 students (54.5%). There are many respondents also face the problem of facing unfamiliar vocabulary, that appears in 8 students (36.4%), while only 2 students (9.1%) cannot catch the speaker's pace when speaking. We also provided a section where can the learners provide other problems, but there were no suggestions.

Question 11) Among these listening activities, which one is used the most by your teacher?

Figure8. Listening activities in the EFL classes

21 responses



As we can see from the results above, only 21 students responded to this question, while no one has provided another option. Most of the learners from the 21 respondents are being asked to give the main idea of the spoken discourse as it appears in 14 students (66.7%). The second most used activity is writing a paragraph about the topic as is noticeable in (14.3%) of the students. The chart shows that, only 2 students are being asked to answer questions, while the same number of students (9.5%) have experienced all of the mentioned activities. The results vividly demonstrate that, most of the oral teachers only focus on one activity while ignoring the other activities.

Part Three: Using Songs to Work on Improving the Students' Listening Skills

Question 12) On average, how often do you spend time on listening to English songs a day?

Table4. Listening to songs outside classrooms

Option	Number of Students	Percentage
Less than 30m	7	31.8%
30m to 45m	2	9.1%

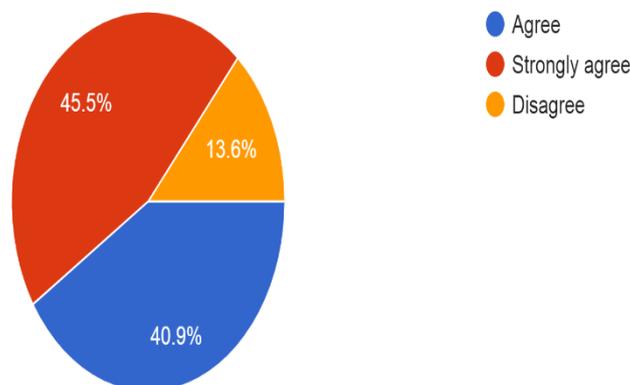
45m to 1h	3	13.6%
More than 1h	10	45.5%

The statistics above indicate that, almost half of the sample listen to English songs more than 1h daily as it is noticeable in 10 students (45.5%). A percentage of (31.8%) listen to songs less than 30m a day. The table also states that, 3 students (13.6%) listen to songs on average of 45m to 1h, whereas only (9.1%) of the respondents listen to English songs on average of 30m to 45m. From these statistics we can notice that, 15 students out of the 22 respondents do listen to songs daily on average of 30m or more. Thus, students love songs and music and they do listen to them a lot outside the classrooms. As long as the learners love songs, implementing them in the EFL listening classes will be easier and helpful.

Question 13) Do you agree with the idea of using songs as a method to work on improving your listening skill?

Figure9. Using songs to improve the listening skill

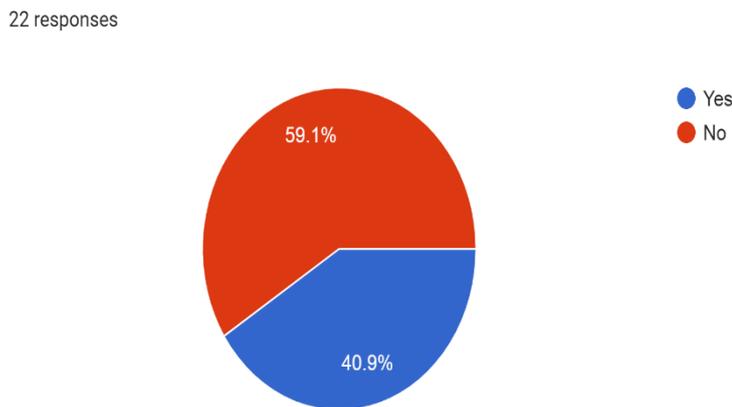
22 responses



The statistics indicate that, most of the respondents strongly agree with the idea of using songs to improve their listening skill, as the chart states that, 10 students (45.5%) strongly agree and 9 students (40.9%) do agree to implement songs in the EFL listening classes. On the other hand, only 3 students (13.6%) do not agree with the above statement. It is recognizable that, songs can be a good method to improve the learners' listening skill as it is agreed by most of the respondents.

Question 14) Does your oral teacher use songs in the classroom as one of the listening strategies?

Figure10. Songs in the EFL listening classes



We asked this question to get to know if songs are implemented in the EFL first year listening classes at the university of ELoued or not. From the above statistics, most of the learners do not experience the use of songs as it is shown in (59.1%) of the sample. On the hand, there are 9 students (40.9%) are being taught by songs in the oral classes.

Question 15) How often does your teacher use songs to teach you listening?

Table5. Average of using songs

Option	Number of Students	Percentage
Never	13	59.1%
Rarely	5	22.7%
Sometimes	4	18.2%
Always	0	0%

The following table states that, 13 students answered with never as we have already seen in the figure10. On the other hand, among the 9 students who are experiencing songs in the EFL oral classes, there are 5 students (22.7%) answered with rarely and 4 students (18.2%) answered with sometimes. The table also shows that, no one has answered with always. We can notice from the following statistics that songs are not used regularly in the EFL listening classes, although there are good number of students who believe of the effectiveness of songs in helping them to improve their listening skill.

Question 16) What is the most used among these songs' types by your teacher?

Table6. Types of songs in listening classes

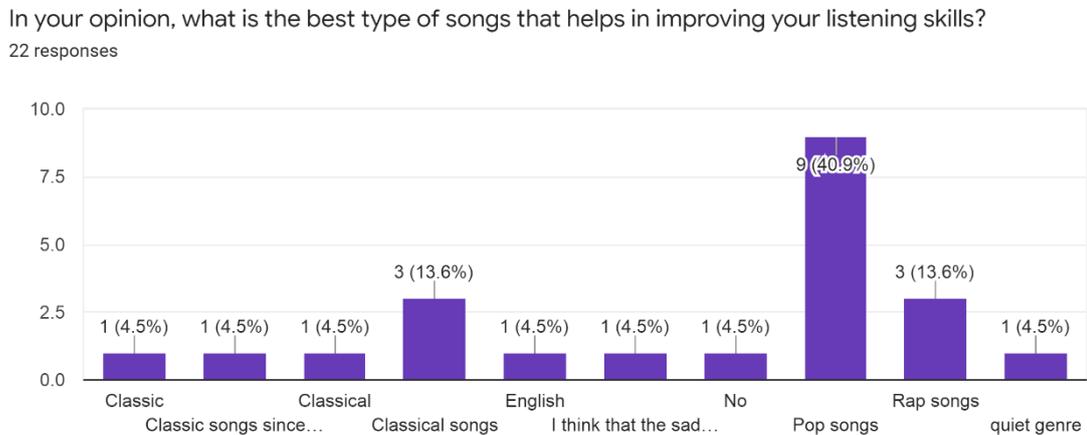
Option	Number of Students	Percentage
Pop	5	55.6%
Classical	4	44.4%
Rap	0	0%

Rock	0	0%
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As it was expected, only 9 students from the 22 respondents answered this question as they are the only ones who are being taught by songs in the EFL listening classes. The table indicates that, 5 students (55.6%) answered with Pop songs, whereas 4 students (44.4%) answered with Classical. On the other hand, Rap and Rock songs do not take place in the EFL first year oral classes at the university of ELoued.

We had to gather the students' options in addition to the teachers' choices. Thus, we have added another section where the respondents can suggest what is the best type of songs to improve their listening skills according to them.

Figure11. The best type of songs according to the students' opinion



From the following figure, most of the respondents answered with Pop songs with a percentage of (40.9%) presented in 9 students out of the 22 respondents. There are good number answered with Classical songs as well with a percentage of (27.3%). The results also state that, only few students answered with other types of songs. It is

recognizable that, most of the students and teachers as well prefer the type of Pop songs as the best type to improve the EFL learners' listening skill.

Question 17) To what extent, do songs improve your listening skill?

Table7. Songs' efficiency in improving the listening skill

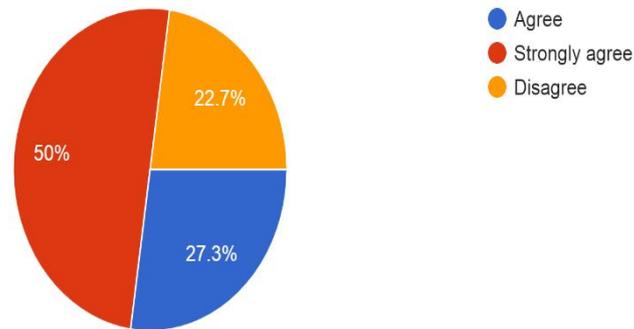
Option	Number of Students	Percentage
Not at all	2	9.1%
A few	2	9.1%
Somehow	7	31.8%
So much	11	50%

In order to evaluate the effectiveness of songs compared to the other strategies, we asked that simple question to indicate to what extent do songs help the learners in improving their listening skill. The table shows that, most of the 22 respondents answered with (so much) as it is noticeable in 11 students (50%), while 7 students (31.8%) answered with (somehow). On the other hand, only 4 students answered with either (not at all or a few), that is presented in 2 students (9.1%) for each option. From the above results, it noticeable that songs do provide a good help to the learners to improve their listening skill, and it is more effective than the other strategies.

Question 18) Do you agree that songs are the best method to improve your listening skills?

Figure12. Songs as a good method to improve the learner's listening skill

22 responses

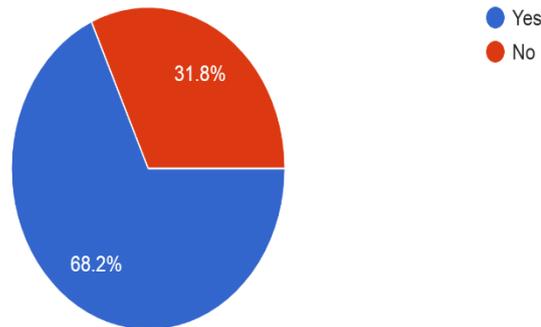


This question was asked to investigate the learners' opinion about songs as a good method to improve their listening skill. (50%) of the 22 respondents strongly agree, whereas 6 students (27.3%) responded with (agree). On the other hand, only 5 students (22.7%) disagree with the idea of songs as the best method in the EFL listening classes. Overall, the statistics indicate that, (77.3%) of the respondents do believe that songs are the best method to work on improving their listening skill.

Question 19) Do English songs motivate you to learn the language and to improve your listening skill?

Figure13. Songs to motivate the students

22 responses



As it is shown in the above chart, songs motivate most of the respondents. 15 students (68.2%) answered with (yes) while 7 students (31.8%) answered with (no). We notice that, songs can be a good method not only to improve the learners' listening skill, but also to motivate them in the process of learning the English language. We wanted to gather more information about this question, so we added another section where the respondents who answered with (yes) can explain how do songs motivate them. In this section, there were different opinions. Most of the explanations indicate that, songs provide a rich vocabulary and a cultural glimpse that motivate the learners toward learning the language.

Question 20) Do you have any further suggestions?

All of the 22 respondents did not answer to this question.

3.5. Discussion of the Results

The results of our study were gathered by a web-based questionnaire for the aim of demonstrating what we have already seen in the theoretical part. The survey included 20 questions divided in three parts.

For the first part, the results indicate that, most of the respondents are 20 years old and the idea of studying the English language was their first choice. Thus, the

students who chose to study English are expected to do better than the ones who were oriented.

The results of the second part show that, most of the learners are aware of developing their listening skill and most of them consider the listening skill as the second most skill that needs to be developed. That refers to the ignorance of the listening skill compared to the other language skills in the EFL classrooms on one hand, and to the importance of the listening skill in learning the English language on the other hand.

The selection of materials and activities in the EFL oral classes is always a difficult task. Most of the learners are being taught by texts and most of the time they are asked to provide the general idea of those texts. Unsurprisingly, texts do not provide a good help in improving their listening skill. Thus, most of them are performing bad in the oral classes and most of them only understand parts of the spoken discourse not the whole. Most of the respondents do suffer from problems such as facing unfamiliar vocabulary or keeping pace with the speaker's pronunciation of words. The EFL learners need to be covered by suitable materials, because the listening skill is important for the learners as it helps them to proceed in learning the language. As stated by Rost (2011), "Listening is a topic that has relevance to all of us. As one of the crucial components of spoken language processing – there is no spoken language without listening" (p.1).

The third part statistics indicate that, most of the learners listen a lot to songs in their everyday life. As a result of that, most of them strongly agree to use songs in the EFL oral classes as a method to improve their listening skill. Despite the fact that songs do increase most of the respondents listening skill, songs are used irregularly and only by few EFL teachers. The results of this section also show that, Pop songs

are the most used type by the EFL oral teachers and the best type for the learners themselves as well. To sum up, English songs for most of the learners are helpful in enhancing their listening skill on one hand, and effective in changing the classroom atmosphere to motivate the learners to do better in the oral expression classes on the other hand. As stated by Lestary and Seriadi (2019), "Using songs in the learning process especially in the listening lesson it makes the pleasant atmosphere in the class and make the teachers explain the topic or the material easily. The students also can improve their listening skill as one of their meaningful strategies to overcome their problem in listening skill" (p.43).

4. Teachers' Questionnaire

The questionnaire is a data gathering tool that enables the researchers to collect data from the participants in a short period of time. The current questionnaire is designed to gather information from the EFL teachers of oral expression at the university of Eloued. Unlike the students' questionnaire, this one is printed and handed directly to the teachers.

4.1. The Sample and Population

The sample of our study is collected through a systematic sampling. From a population of 20 EFL teachers at the university of Eloued, we have chosen 4 EFL teachers of oral expression. The reason behind choosing to work with this population and this sample is that, the researchers of this study have a good relationship with most of the teachers at the university of Eloued and it was easier to reach them.

4.2. Description of the Questionnaire

The current questionnaire is designed to discuss the role of English songs in improving the EFL learners' listening skill. Thus, the questionnaire outlines

12 questions divided in two parts, one is related to the listening skill and another one is related to songs as a method in the oral expression and listening classes.

The first part of the questionnaire highlights 5 multiple-choice questions. On one hand, the teachers are asked about the types of materials they use to teach listening in the first year EFL oral expression classes and to what extent do these types enhance their learners' listening skill. On the other hand, the teachers are asked also to indicate the most difficult skill that their learners face and asked to evaluate their students' performances in listening as well.

The second part of the questionnaire is built on 7 multiple-choice questions. Firstly, the questions cover if the teachers do agree on the idea of implementing songs in oral classes to help their learners to enhance their listening skill. Teachers are also interrogated about the average of working with songs and what are the types of activities they follow to teach their learners by using those songs. Secondly, teachers are asked if they allow their students to participate in choosing the type of songs played in oral classes, because the chosen type of songs in the EFL classes plays a vital role in boosting the learners' ability to learn the language. Finally, this part also regards how successful songs can be in motivating the students and brushing up their listening skill and what are the reasons that compel the teachers to not use songs regularly.

4.3. Results of the Analysis

Part One: Students' Listening Skill

Question 1) Do you teach listening to the 1st year students?

Table8. Teaching listening to 1st year EFL learners

Option	Number	Percentage
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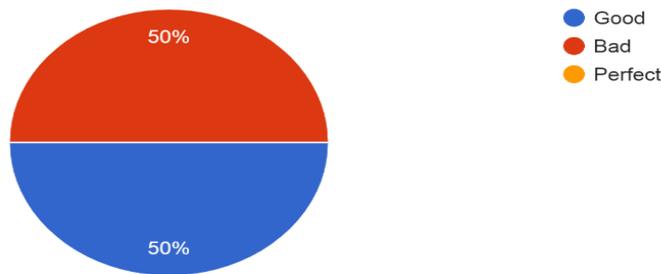
Yes	4	100%
No	0	00%

The above analysis clarifies that, all of the EFL teachers of our sample (100%) do teach listening to the 1st year EFL classes.

Question 2) How do you evaluate your learners' listening skill?

Figure14. Students' performances in listening

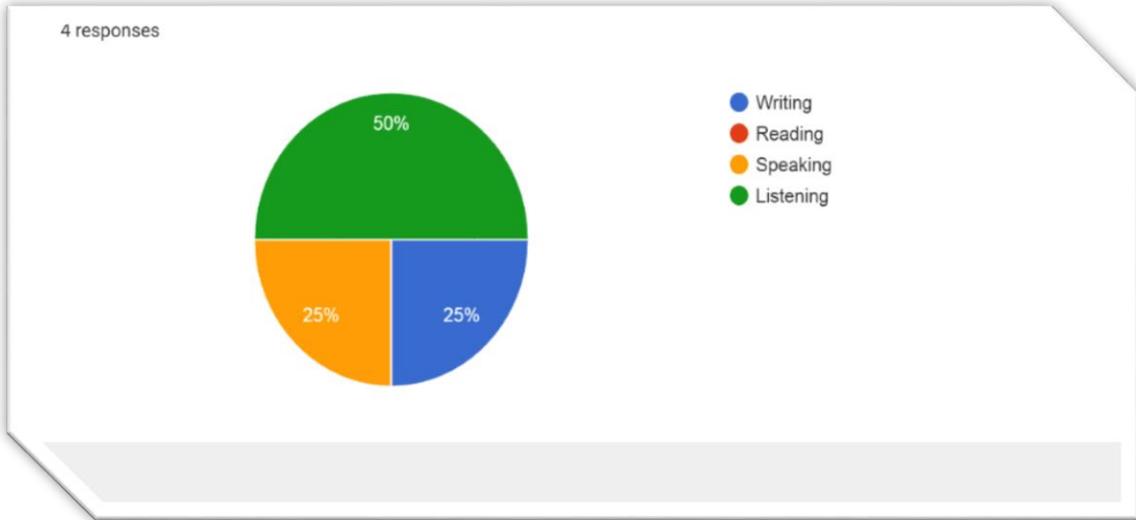
4 responses



This figure explores how the students perform in listening during the oral expression classes. We can extrapolate from these statistics that, 2 teachers (50%) clarified that their learners are not good enough in listening. The other (50%) of the sample are conveyed that their learners are good in listening. Unsurprisingly, no teacher has responded with (perfect). It is observable that, there are many of the first year EFL students who do not perform well in listening. This problem needs to be identified in the EFL classrooms.

Question 3) Which language skill is the most difficult for your students to learn?

Figure15. The most difficult skill



The above chart widely confirms that, listening is the most difficult skill for EFL learners. 2 teachers (50%) responded with (listening skill), whereas 1 teacher (25%) answered with (speaking skill) and another teacher (25%) believes that his learners find more difficulties in learning the writing skill. None of the teachers referred to (reading) as the hardest skill.

Question 4) What type of materials do you use to teach listening to your students?

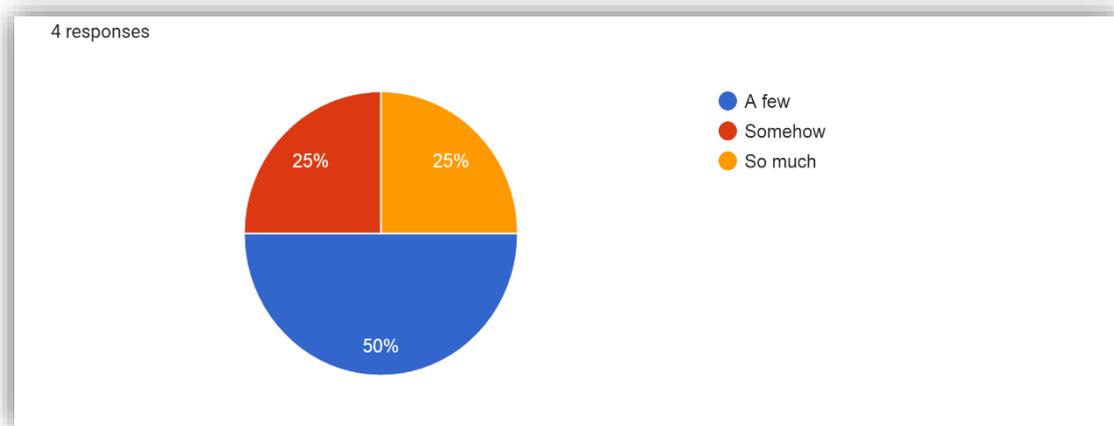
Table9. Type of materials

Option	Number	Percentage
Audio-visual recordings	0	00%
Audio recordings	0	00%
Texts	3	75%
All of them	1	25%
None of them	0	00%

This table generally demonstrates what we have already observed from the previous students' questionnaire. The majority of the teachers (75%) said that they use texts to teach listening, while only 1 teacher (25%) of the sample uses all of the mentioned materials. Nevertheless, none of the teachers uses the other existing materials in the table nor other materials that do not appear in the giving options. Altogether, most of the teachers do not bear in mind the importance of implementing different kinds of materials in the oral and listening classes.

Question 5) To what degree the previous material helps in improving the learners listening skill?

Figure16. Materials' efficiency



The above analysis tests the efficiency of the materials used by teachers in teaching listening. Half of the number of teachers introduced in 2 teachers (50%) interpreted that the materials they use are not efficient and they only help a little bit in enhancing the learners' listening skill, while only 1 teacher (25%) answered with (somehow). However, there is just one teacher (25%) assumes that the materials he uses are on a good benefit for the learners' listening skill.

Part Two: Implementing Songs in EFL Listening Classes

Question 6) Do you use songs as a tool to work on improving your learners' listening skill?

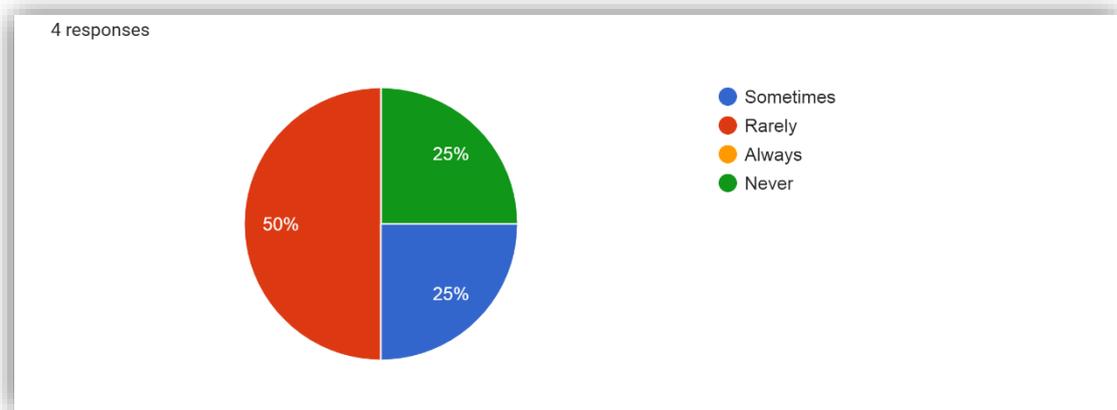
Table10. Songs in the EFL listening classes

Option	Number	Percentage
Yes	3	75%
No	1	25%

We can interpret from this table that, most of the teachers do bring songs into the EFL oral expression and listening classes with a percentage of (75%) presented in 3 teachers. Contrastingly, only 1 teacher (25%) does not use songs in listening classes.

Question 7) How often do you use songs to improve your learners listening skill?

Figure17. Songs implementation's average in the classroom



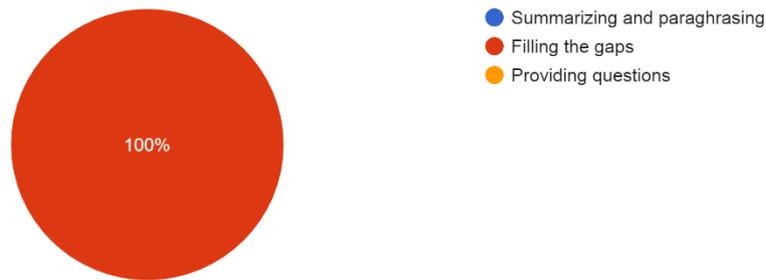
This statement is regarded to discuss the consistency of using songs in the oral expression and listening classes. The above figure highly proves that, songs are not used regularly inside the listening classes. It appears that, among the three teachers who use songs there are 2 teachers (50%) who rarely rely on songs and 1 teacher (25%) who sometimes plays songs in the EFL classes to teach listening. Foreseeable,

the one teacher who does not use songs has answered with (never). It is also observable that no one answered with (always).

Question 8) What type of listening activities do you prefer to use when using songs to observe your students listening skill?

Figure18. Activities using songs to observe the learners' listening skill

3 responses



The above statistics feature the type of activities that are used by teachers to observe their students' listening skill. Reasonably, only the three teachers who use songs in the oral expression classes responded to this question. All of the 3 teachers (100%) prefer to involve their learners with (filling in the gaps) activities.

Question 9) Do you allow your students to participate in choosing the type of songs presented?

Table11. Considering the learners' preferred type of songs

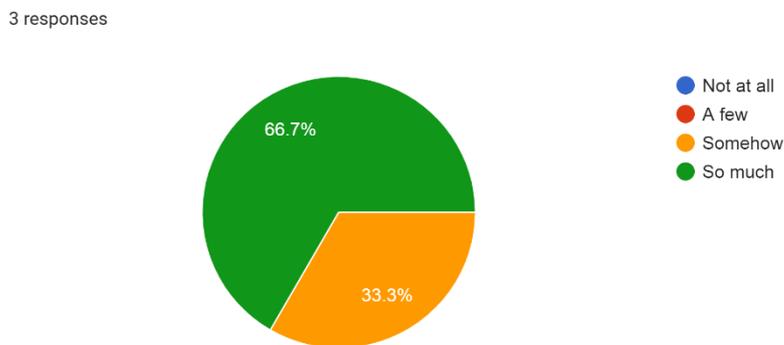
Option	Number	Percentage
Yes	0	00%
No	3	100%

The above table extensively states that, all of the 3 teachers (100%) who use songs in listening classes never allow their learners to be involved in selecting the

songs' type played in the classroom. This question included a section for the teachers to explain why they do not give their learners the opportunity to choose their favorite type. The consensus has been that, there are some types of songs that can be inappropriate for the classroom environment.

Question 10) To what extent, do songs help in improving your learners listening skill?

Figure19. Songs' efficiency



The above investigation deduces that, most of the respondents from the three teachers who use songs in the oral expression classes indicated that songs help so much their learners in boosting their listening skill. These findings can be interpreted in 2 teachers (66.7%) answered with (so much), 1 teacher (33.3%) responded with (somehow), and no teacher has responded with any of the other options.

Question 11) Using songs motivates the learners and changes the atmosphere of the classroom?

Table12. Songs as a motivation tool

Option	Number	Percentage
Agree	0	00%

Strongly agree	3	100%
Disagree	0	00%

The above table substantiates that, songs as a tool in the EFL listening classes play a vital role in motivating and changing the learning atmosphere. All of the 3 teachers (100%) who use songs strongly agree with the given statement. On the flip side, no one has replied with any of the other options.

Question 12) In your opinion, why songs are not used regularly in teaching the language and listening?

Table13. Reasons behind using songs irregularly

Option	Number	Percentage
Lack of audio materials	0	00%
Lack of laboratories	0	00%
Both	3	100%

This table broadly illustrates that, the EFL classrooms are in high need of both (Laboratories and audio materials). All of the 3 teachers (100%) who use songs in the oral expression classes reveal that there is a lack of (both), whereas no teacher has responded with any of the other options individually nor added another option besides the provided ones.

4.4. Discussion of the Results

The results of the prior questionnaire were deduced from allocating 12 close-ended questions introduced in two parts. The questions aimed to investigate how the EFL teachers deal with the listening skill in the EFL classrooms. Moreover, the

second part of the survey pertains to the implementation of English songs as a method in the EFL oral expression and listening classes.

At the first part of the questionnaire, the results revealed that all of the respondents do teach the oral expression module and listening to the EFL first year classes at the university of Eloued. Additionally, Among the four language skills, listening has been corroborated as the most difficult skill for the students to master. The challenges of the listening skill were clearly demonstrated from the level of the learners in the listening classes as the half of the respondents identified that their learners' performances in listening are bad. Lastly, the results of this part also showed that, most of the teachers count on using texts to teach listening to their students. According to most of the respondents, texts as a material in the oral expression classes are inefficient to improve the learners' listening skill.

The results of the second part underline that, most of the teachers use songs in the EFL classes to enhance the learners' listening skill. It has been manifested that all of the teachers utilize fill in the gaps activities to teach listening by songs. Furthermore, the respondents at this section divulged that, students are not permitted to contribute in selecting the type of songs in the oral expression classes due to the variety of songs that may contain inappropriate vocabulary. Although songs have widely helped in improving the students' listening skill, most of the respondents rarely use them in the EFL classroom due to the lack of laboratories and audio materials. Finally, the results have proved that, all of the teacher believe that songs do motivate the learners and change the atmosphere of the classroom. According to Izzah (2014), using the same kind of audio materials drives the learners to get bored in the classroom, on the flip side songs motivate the learners with fun activities and create a good atmosphere.

Conclusion

To summarize, this section of our research significantly analyzed the efficiency of the implementation of songs in the EFL listening classes. Firstly, we scrutinized the importance of the listening skill and the function of the EFL teachers' resources in enhancing the learners' listening abilities. Also, we dissected the influence of the English songs as they were widely more effective than the other materials. Besides, we identified that Pop songs are the most suitable type for the students. In addition, we outlined the value of songs in motivating the learners and changing the classroom atmosphere. Finally, we accentuated that EFL teachers rarely implement songs into the EFL classrooms, although they chiefly do improve the students' listening skill.

General Conclusion

Mastering the listening skill is a hard task for the EFL students, insufficient materials and techniques in the EFL listening classes play a vital role in making the listening skill much harder than the other skills. EFL classrooms draw much attention to developing the other language skills while overshadowing the value of listening.

In the light of the importance of listening skill in learning a foreign language, this study markedly provided different ways and tips for the EFL teachers and learners to overcome the challenges of this skill. We have introduced the role of authentic materials in helping the students to acquire the listening skill. The latter can bring into the EFL classrooms real life conversations and interactions that make it easier for the learners to adapt different structures, accents, and pronunciations of the language.

In the second section of the theoretical part, we have chiefly dealt with the implementation of songs in the EFL classrooms and especially in the listening classes. We have seen that, English songs as an authentic material in the EFL listening classes can make the process of developing the listening abilities much easier. Songs in listening classes can play different roles and functions. A song can be as a material to work on improving the students listening skill, as well as it can be a tool to calm and motivate the learners while learning the listening skill.

Our study's main objective is to thoroughly investigate the role of English songs in enhancing the EFL learners' listening skill. To that end, two questionnaires were designed to collect data from both teachers and students at the university of Eloued, as well as to demonstrate what was mentioned earlier in the theoretical part.

The results of both surveys generally substantiate the belief of our hypothesis that songs are a good material and help a lot the learners in increasing their listening

skill. Furthermore, the consensus has been that Pop songs are the most suitable type to be implemented in the EFL classes, however the EFL teachers at the university of Eloued believe that students must not be involved in choosing the type of songs presented. Additionally, our study has shown that the main reason behind using songs irregularly is the lack of audio materials and laboratories.

On close analysis, our research is a composition of different strategies and methods about the implementation of English songs in order to help the EFL teachers and students in the future and to facilitate the process of enhancing the listening skill and abilities.

Limitations of the Study

As any other researchers, we have faced varied limitations during the process of writing our dissertation. The main limitation of our work was dealing with "time". This year was different because of the COVID19. We had only 4 weeks in hand to deal with the practical part. The limited time had us selecting an easy method in making our analysis. To this end, we made two questionnaires for both teachers and students. Additionally, we could not reach the students at the university, so we had to post the learners' questionnaire online. Moreover, it was hard to hand the questionnaires to the teachers as well. The teaching program was exhausting because of the serious pandemic. Another limitation can be included in our study is the issue of working with few numbers of participants. The population of the 1st year EFL students at the university of Eloued is only 110. To put it another way, we only analyzed data from a number of 22 students which is small and not a 100% reliable.

Future Implications

From the findings of our study, we can suggest the following implications:

- Teachers should give the listening skill more time in the oral expression classes. As well as, students have to be more aware of the importance of listening skill in learning the English language.
- It is recommended for teachers to expose their students to different types of materials and activities, because using the same kind of materials and activities is insufficient to help the learners in improving their listening skill.
- Mostly, students feel unmotivated and stressed in the classroom, so it's advisable for EFL teachers to use songs as a tool to change the classroom mood and to relax the learners' minds.
- Teachers have to expose the learners to authentic materials in the EFL listening classes, songs as an authentic material will enable the learners to experience the real word language and can provide them with a rich vocabulary that help them in enhancing their listening skill.
- Students need to get the chance to participate in selecting the type of songs played in the listening classes, because they will enjoy learning better with their favorite type. Therefore, teachers can include the learners' preferred type and only exclude the songs that contain inappropriate lyrics.
- In conclusion, songs have been substantiated as a good material in the EFL listening classes. Hence, it is preferable to implement them ordinarily. To that end, the administration should provide the teachers with the needed materials and laboratories.

Suggestions for Further Research

In the process of writing this study, we have faced a number of limitations that compelled us to uncover some points. Therefore, we come up with the following aspects that should be discussed in further studies:

GENERAL CONCLUSION

- Working with a bigger population and sample would be better and more reliable.
- Classroom observation is needed and should be taken into consideration to evaluate the efficiency of songs. To make the observation the students should be tested during the three stages of listening (pre-listening, while-listening, and post-listening).
- Interviewing the teachers would be more beneficial than making questionnaires. The interview will analyze more information and will be more credible.

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Appendices

APPENDIX A: Students' Online Questionnaire

Dear participants,

This questionnaire is made for the aim of investigating the role of English songs in improving the listening skill of the EFL 1st year LMD students at the university of Eloued. You are kindly asked to answer these questions by providing the appropriate word/expression or simply putting a tick in the appropriate box (es). The analysis of this study will be anonymous, you do not have to write your names. Your participation will help us during our study.

Part One: General Information

Q1) Age:

Q2) Is studying English your first choice?

Yes

No

Part Two: Students Listening Skills

Q3) Which skill you are invested to develop?

Writing skill

Reading skill

Listening skill

Speaking skill

Q4) Are you aware of the importance of developing the listening skill compared to the other language skill?

Yes

No

Q5) Do you think it is important for you to improve your listening skill?

Yes

No

Explain please.....

Q6) How do you evaluate your listening skill?

Bad

Fine

Good

Perfect

Q7) When listening, do you understand

The whole of the speech

A part of the speech

Nothing of the speech

Q8) Among these types of teaching materials, which one is used the most by your teacher in teaching listening?

Audio Recordings Video Recordings Texts All of Them

None of Them

Other(s).....

Q9) To what degree the previous material enhances your listening skill?

A few Somehow So much Not at all

Q10) What is the main problem you face while listening?

The speaker's pronunciation The speaker's pace

The lack of vocabulary

Other(s).....

Q11) Among these listening activities, which one is used the most by your teacher?

Giving the general idea of the topic

Fill in the gaps

Picking the right answer

Writing few lines about the topic

All of them

Other(s).....

Part Three: Using Songs to Work on Improving the Students' Listening Skills

Q12) On average, how often do you spend time on listening to English songs a day?

Less than 30m 30m to 45m 45m to 1h More than 1h

Q13) Do you agree with the idea of using songs as a method to work on improving your listening skill?

Agree Strongly agree Disagree

Q14) Does your oral teacher use songs in the classroom as one of the listening strategies?

Yes No

Q15) How often does your teacher use songs to teach you listening?

Sometimes Rarely Always Never

Q16) What is the most used among these songs' types by your teacher?

Pop songs Classical songs Rap songs Rock songs

In your opinion, what is the best type of songs that helps in improving your listening skills?

.....

Q17) To what extent, do songs improve your listening skill?

Not at all A few Somehow So much

Q18) Do you agree that songs are the best method to improve your listening skills?

Agree Strongly Agree Disagree

Q19) Do English songs motivate you to learn the language and to improve your listening skills?

Yes No

If yes, explain how do songs motivate you in learning a foreign language.

.....

Q20) Do you have any further suggestions?

.....

APPENDIX B: Teachers Questionnaire

Dear teachers,

This is a questionnaire designed to study the role played by English songs in developing EFL 1st year LMD students' listening skills at Eloued University. We made this questionnaire in order to retrieve information to achieve our study objectives and to demonstrate or disprove our research hypothesis. Dear teachers, you are kindly asked to answer this paper. Please include the proper expression or simply select the appropriate box(s) to answer these questions. your answers will be anonymous, so feel free to respond to this form.

Part One: Students Listening Skill

Q1) Do you teach listening to the 1st year students?

Yes No

Q2) How do you evaluate your learners' listening skill?

Poor Good Perfect

Q3) Which language skill is the most difficult for your students to learn?

Writing skill Reading skill Listening skill

Speaking skill

Q4) What type of materials do you use to teach listening to your students?

Audio recordings Audio-visual recordings Texts All of them

None of them

Other(s)

Q5) To what degree the previous material helps in improving the learners listening skill?

A few Somehow So much

Part Two: Implementing Songs in EFL Listening Classes

Q6) Do you use songs as a tool to work on improving your learners' listening skill?

Yes No

Q7) How often do you use songs to improve your learners listening skill?

Sometimes Rarely Always Never

Q8) What type of listening activities do you prefer to use when using songs to observe your students listening skill?

Summarizing and paraphrasing Filling the gaps

Providing questions

Other(s).....

Q9) Do you allow your students participate in choosing the type of songs presented?

Yes No

If no, explain why?.....

Q10) To what extent, do songs help in improving your learners listening skill?

Not at all A few Somehow So much

Q11) Using songs motivates the learners and changes the atmosphere of the classroom?

Agree Strongly agree Disagree

Q12) In your opinion, why songs are not used regularly in teaching the language and listening?

Lack of audio materials Lack of laboratories Both

Other(s):

Résumé

L'enseignement de la compétence d'écoute est une tâche importante dans les classes d'ALE. L'écoute est la compétence la plus utilisée et la plus difficile aussi. Au fil des années, les enseignants d'anglais langue étrangère ont cherché des matériaux et des méthodes appropriés pour enseigner et développer cette compétence. A la lumière de l'amélioration de la compétence d'écoute, nous avons fait une enquête sur le rôle des chansons anglaises comme une méthode dans les classes d'ALE pour améliorer la compétence d'écoute des apprenants d'ALE. Tout d'abord, nous avons discuté de l'importance de la compétence d'écoute et de la mise en œuvre de matériaux authentiques dans les classes d'ALE. De plus, nous avons parlé des avantages et des bénéfices de l'utilisation des chansons dans les classes d'écoute ainsi que de l'importance de choisir le type de chansons approprié. Afin de démontrer ou de réfuter notre hypothèse, nous avons conçu deux questionnaires pour étudier l'efficacité des chansons dans les classes d'écoute. Un questionnaire a été posté en ligne aux étudiants de première année d'ALE à l'université d'Eloued, et un autre a été remis aux enseignants d'ALE de la même université. Dans l'analyse finale, nous avons suggéré un certain nombre d'implications pédagogiques et de recommandations pour des études futures.

Mots clés : La compétence d'écoute, les apprenants d'ALE, les chansons anglaises.

الملخص

يعتبر تعليم مهارة الاستماع مهمة عظيمة في فصول اللغة الإنجليزية كلغة أجنبية.

الاستماع هو المهارة الأكثر استخدامًا والأصعب أيضًا على مر السنين ، ضل مدرسو اللغة الإنجليزية كلغة أجنبية يبحثون عن المواد والأساليب المناسبة لتعليم وتطوير هذه المهارة. على ضوء تحسين مهارة الاستماع ، قمنا بإجراء تحقيق حول دور الأغاني الإنجليزية كوسيلة في فصول اللغة الإنجليزية كلغة أجنبية لتعزيز مهارة الاستماع. أولاً : ناقشنا أهمية مهارة الاستماع وتطبيق المواد الأصلية في فصول اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك ، تحدثنا عن مزايا وفوائد استخدام الأغاني في فصول الاستماع وكذلك أهمية اختيار النوع المناسب من الأغاني. من أجل إثبات فرضيتنا أو دحضها ، قمنا بتصميم استبيانين للتحقيق في كفاءة الأغاني في فصول الاستماع. تم نشر استبيان واحد عبر الإنترنت لطلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية في جامعة الوادي ، وتم تسليم استبيان ثانٍ إلى معلمي اللغة الإنجليزية كلغة أجنبية في نفس الجامعة.

في التحليل النهائي ، اقترحنا عددًا من الآثار التربوية والتوصيات الإضافية للدراسات المستقبلية.

الكلمات المفتاحية: مهارة الاستماع ، طلاب اللغة الإنجليزية كلغة أجنبية ، الأغاني الإنجليزية.

