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THE EFFECT OF LISTENING TO
ENGLISH SONGS ON GRADE 9
þÿ STUDENTS LISTENING
COMPREHENSION AND THEIR
ATTITUDES TOWARDS LEARNING
TO LISTEN THROUGH ENGLISH SONGS

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BAHIRDAR UNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

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By

SHIMELIS ALMAW ZEWDIE

SEPTEMBER 2019

BAHIR DAR, ETHIOPIA

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**A Thesis Submitted to the Department of English Language & Literature in
Partial Fulfillment of the Requirements for the Degree of Master of Arts in
Teaching English as a Foreign Language**

BY

SHIMELIS ALMAW ZEWDIE

SEPTEMBER 2019

BAHIR DAR, ETHIOPIA

Declaration

I, the undersigned, declare that this thesis is my original work, and other authors' works used in this Thesis have been duly acknowledged.

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Signature _____

Date _____

As the candidate's advisor, this Thesis has been submitted for examination with my approval

Advisor's Name _____

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As a member of the board of examiners of the MA Thesis Open Defense Examination, we certify that we have read and evaluated the Thesis prepared by Shimelis Almaw Zewdie and examined the candidate. We recommended that the Thesis be accepted as fulfilling the Thesis requirements for the degree of Master of Art in TEFL.

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List of Abbreviations

AFH: the Affective Filter Hypothesis

AM: Authentic Material

IMR: the Involuntary Mental Rehearsal

LC: Listening Comprehension

Abstract

The main purpose of this study was to examine the effects of listening to English songs on students' listening comprehension. In addition, it was aimed at checking if there is a significant difference in listening comprehension between boys and girls while learning to listen through English songs. Moreover, the research was conducted to check students' attitudes towards learning to listen through English songs. In this study, the participants of the study were two intact groups of students of grade 9 sections. A Non-equivalent pre-test and post-test quasi-experimental research design was used as a research design for the current study. The students in the control group were taught listening by using audio-records as teaching tools and the students in the experimental group were taught listening by using the songs (music) as teaching tools for eight weeks. For this study, tests (pre-test & post-test) and questionnaire were used as data collection instruments. The tests were given for both control and experimental groups before (pre-test) and after (post-test) the intervention. In order to check students' attitudes towards this way of teaching (using songs as teaching tools in EFL listening classroom), the experimental groups were given a questionnaire consisting of fourteen questions to be filled by using a five point Likert scale. An Independent samples T-test and a Paired samples T-test were used to check the mean differences of students' listening comprehension skills before and after the intervention. The data gained from the questionnaire was calculated using descriptive statistics (mean, frequency and percentage distribution). The finding of the study revealed that there is a statistically significant difference in listening comprehension skills between the means of the experimental and control group because the difference is statistically significant at $.000 < .05$. Hence, the use of English songs during teaching listening comprehension helped the students to improve their listening comprehension skills. However, the finding showed that there was not any significant difference in the listening comprehension between boys and girls while learning to listen through English songs because the difference between the means of male and female students both before and after the treatment was not statistically significant (i.e. $.78 > .05$). Finally, the findings revealed that students of the experimental group showed a positive attitude towards learning to listen through English songs.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In learning a second or foreign language, a person should be aware of the four basic language skills (macro-skills) that must be mastered. These are listening, speaking, reading and writing. These four macro-skills of a language must be mastered in order to master the English language very well. Among these four macro-skills of a language, listening ability is the most valuable skill in learning a second or foreign language (Feyten, 1991). As many research works confirm, listening skill is employed most frequently. According to Feyten (1991), as cited in Karavas (2015), the time an individual is engaged in communication is approximately devoted 9% to writing, 16% to reading, 30% to speaking, and the rest and the highest percentage, 45% is devoted to listening.

In addition, although people overlook the role of listening by overemphasizing the role of reading and writing in learning, listening is one of the indispensable abilities in a language (Listiyarningsih, 2017). Research supports that as a kind of input, listening is the base or foundation of the other macro skills such as speaking and writing. Therefore, according to Listiyarningsih (2017), if a student doesn't receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult. However, although there is an increasing recognition of the importance of listening, for the last many years, this skill has been neglected or has been poorly taught in the EFL classroom (Karavas, 2015). Therefore, teachers from around the world are highly requested and asked to do their best to promote the use of the second or foreign language for meaningful and purposeful interactions to enhance students' proficiency in a second or foreign language (Met, 1995).

With regard to the goals of teaching listening, Listiyarningsih (2017) states that the goals of listening can be categorized as listening for enjoyment, listening for information, listening for perception, listening for comprehension and listening for solving problems. According to Richards (1983) and Rost (1990), research on second or foreign language listening comprehension has shown that FL/SL learners must acquire the following abilities. These are (1) the ability to discriminate among the distinctive sounds of the target language, (2) the ability to

recognize reduced forms of words, (3) the ability to distinguish word boundaries, and (4) the ability to guess the meaning of words from the contexts in which they occur.

As stated above, one of the main goals of listening is listening for comprehension (Listiyarningsih, 2017). Sabinus (2013) further divides listening comprehension into three. The first one is, listening and making no response (following a written text, informal teacher talk). The second division is, listening and making short responses (obeying instructions-physical movement, building models, picture dictation, etc.), and the last one is, listening and making longer responses (repetition and dictation, paraphrasing, answering question, answering comprehension on texts, predictions, filling gaps, summarizing, etc.)

Up until the recent few years, listening comprehension activity in foreign or second language classroom was limited to testing listening comprehension. The underlying rationale was that if students are successful in learning the target language, they should automatically be measured by correct responses to WH (information) questions (Listiyarningsih, 2017). According to Listiyarningsih (2017), responses to such questions tagged successful retrieval of information from an aural text

In the last four decades, communication and proficiency oriented approaches to language teaching placed an increasing importance on listening comprehension. However, Krashen (1994) states that listening is by now treated as a much more complex activity. This recognition of listening as a complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language teaching practices. Rost (1993) states that the view that listening as an active and interactive process has, for example, cast the learner in a role rather than the passive receiver of aural input. Therefore, classroom emphasis is now on aural intake through active negotiation of meaning with others (Listiyarningsih, 2017). This mutual negotiation of meaning between speakers activates the cognitive and socio-cognitive process necessary for language acquisition to occur (Bren & Candlin, 1980; Pica & Doughty, 1985; Meskill, 1996 cited in Listiyarningsih, 2017).

In addition, research in language learning theories, psychology, neurological science, and musicology in the last two decades has shown the effectiveness of joining music and songs to language learning. Previous research has focused on the use of music and song in language

classrooms for younger students particularly in primary and junior educational settings, where results indicate a strong correlation between music and/or song integration and many aspects of language learning. Storr (1992) points out that language and music have been presented since the ancient times evidenced by our ancestors' paintings of people dancing in the caverns. This is further supported by Pinker (2002) who establishes the idea that there is a strong link between humanity and music when researchers found bone-made flutes in caves in France and Germany (Silva, 2006). According to Vanoucheete and Skoyles (1998), as cited in Margaret (2013), song is the basis for the development of human language. In addition, these researchers argue that song production and song interpretation capacities were essential preadaptation which enabled language to develop in a cultural manner. Listiyaningsih, (2017:35) also states that "to improve listening skill, people can exercise through listening English songs". In addition, using music or song for the teaching of second or foreign language is not only a valuable resource, but it is also necessary to create a calm and motivating classroom environment (Beatriz & Rosa, 2013). According to these researchers, using music or song in the classroom develops receptive and productive skills, and it encourages language acquisition which results in turning the language teaching activity into a multi-layered task where language input comes from different sources, making the whole learning process a global and more meaningful one. Therefore, English songs make English learning a more efficient activity as the learners are further exposed to foreign language and culture, making the learning experience far more integrated than perceived (Israel, 2013).

1.2 Statement of the problem

Most research works confirm that songs are taken to be one of the most authentic teaching materials in teaching listening skills in the EFL classroom. Kanel (1997), for example, suggests that songs which are well known all-over the world in the EFL classroom not only increase interest and motivation, but also serve to meet a number of pedagogical needs of students. According to Kanel (1997), however, for song based tasks to gain wider acceptance, it must be shown that they are as effective as conventional tasks. In addition to increasing the content of lessons, songs can be used to introduce practically any area of the language learning syllabus (Deselms, 1983; Dubin, 1974; Sakara, 1985; Urbancic & Vixmuller, 1981 as cited in Kanel, 1997).

However, up to the recent times, there are very few research works which examine the effects of songs use on second or foreign language learning. As with any other teaching method, for song-based activities to gain legitimacy, it must be demonstrated that they are as effective as conventional activities (Kanel, 1997). Many research works which are focusing on measuring improvement in foreign language vocabulary and listening ability have clearly shown that song-based materials are as effective as conventional materials. In a study of Spanish speaking elementary school subjects, Medina (1993) finds that exposure to English vocabulary through songs produced the same gains as those through spoken versions of the material. Another study, a comparison of song-based listening texts with traditional dialog or narrative listening texts by Alley (1990) shows that first year high school Spanish learners made equally significant progress in improving listening comprehension with both types of materials. Ghanbari & Hashemian (2014), state that utilizing songs in SL classes had a positive effect on the SL learners' listening comprehension and pronunciation skills. In addition, they state that there is no significant difference between male and female learners' performance in obtaining better results in listening comprehension and pronunciation.

Based on a survey study on Japanese college students who studied listening using popular song gap-fill quizzes, conducted by Kanel and Grant (1993), without considering their English proficiency level, major, or sex, the respondents indicated that the song quizzes increased their interest and motivation in studying English. According to this survey study, students were able to improve their listening ability and they felt that the exercises should be done often, perhaps in every class. In another similar survey study of American students studying Japanese (Jolly, 1975), the respondents indicated that songs created a relaxed and enjoyable atmosphere, livened up the pace of the lessons, and were an effective means of increasing vocabulary, studying Japanese culture, and discovering the relationship between language and culture. An investigation of the effects of songs on vocabulary learning of upper-level language learners based on their gender by Mohammad A, et al. (2012) shows that the musical- mode group performed better on both vocabulary recall and retention. Based on their study, the results indicated a better performance of male learners than the females.

In addition, the finding of a local survey study done by Kochito (2013) entitled 'the use of authentic materials in teaching listening skills to college students: the case of Bonga College of Teacher Education' on 62 language stream students who were taking the listening course and

English language instructors as the participants of the study, shows listening to materials such as songs, radio/TV news, films, and recordings of short stories, telephone conversation, announcements, and different interviews, etc. in English exposed students to the real language. According to this survey study, although teachers have good awareness of the use of authentic materials such as songs, radio/TV, news, etc., they dominantly use non-authentic materials, but as songs are important and amongst the authentic materials, teachers are advisable to use them in the EFL classrooms.

Nowadays, however, based on my teaching experience I got most FL learners often complain about boring English classes. This is because, even though there is a strong practical evidence supporting the use of songs in the English language classroom (Schon, Boyer, Moreno, Besson, Peretz, & Kolinsky, 2008; Wallace, 1994 as cited in Ghanbari & Hashemian, 2014), most English teachers almost always apply the traditional method of teaching listening skill because the curriculum does not allow teachers to use songs as teaching tools. In addition, according to the information gained from the students, teachers and students' parents, except for the regular EFL instruction used in the classroom as a teaching or instructional media, there was not any private institution that could supplement the classroom English instruction. It was also not possible for them to get private tutors.

As a result, most FL learners from young to adults have difficulty with listening skills. Ghanbari & Hashemian (2014) suggest that a good solution to make English classes attractive and motivating is by adding songs and music to the class. Therefore, in the current study an attempt was made to investigate the effect of listening to English songs on students' listening comprehension skills, if there is a significant difference between boys and girls in their listening comprehension while learning to listen through English songs and students' attitudes towards learning to listen through songs.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to investigate the effect of listening to English songs on grade 9 students' listening comprehension and their attitudes towards learning to listen through English songs.

1.3.2 Specific Objectives

The specific objectives of the study were:

- to investigate if there is a significant difference between the experimental and control group in their listening comprehension skill.
- to examine whether there is a significant difference between male and female students in their listening comprehension skills.
- to investigate students' attitudes towards learning to listen through listening to English songs.

1.4 Research Questions

This study was intended to answer the following research questions:

1. Is there a significant difference between the experimental and control group in their listening comprehension skill before and after the treatment?
2. Is there a significant difference between male and female students' listening comprehension skill before and after the treatment?
3. What are the students' attitudes towards learning to listen through English songs?

1.5 Significance of the study

This study may have a significant effect on someone's listening skill. It may have its importance on developing English listening skills of students starting from lower grade levels to advanced grade levels by the use of songs as a teaching material in the EFL classroom.

This research may have its own benefits for the English teachers and for the experts or English curriculum developers of the country, Ethiopia. Because it may have its importance to inform English language teachers and English language curriculum developers that songs will have a key role as teaching materials in teaching listening skill in the Ethiopian EFL classrooms.

At last, this research work may significantly create awareness to English language teachers, curriculum designers and FL learners of Ethiopia that in the global world there should be intercultural communications. Therefore, songs will have their role for the intercultural communications as there are many kinds of messages, customs, and cultures to be transferred through songs.

1.6 Delimitation of the study

Because of the inaccessibility of materials needed for the research purpose and shortage of time, this study was forced to be limited to a specific environment. Therefore, the study targeted on two sections of grade 9 students at Tillili General Secondary and Higher Education Preparatory School. In addition, since listening is a very complicated language skill in its nature, this study was limited only to study students' listening comprehension skills. Furthermore, as stated above, because of shortage of time, this study was again limited to be studied starting from the first day of March, 2011 E.C. up to the last day of April, 2011 E.C. At last, because of the fact that the target group of the study was not familiar to the English songs, the songs used for the study were limited to eight in number which were very well known, slow and clear to be selected according to the criteria proposed by Curtain and Dahlberg (2004, p.246).

1.7 Limitation of the Study

A research work by its nature is very complicated and tiring. For this reason, there were many problems which faced on the ongoing research work. The limitations or problems that hindered the researcher not to conduct the study very well were the following: Firstly, the researcher faced a problem of shortage of time as he was a teacher in that specific school; hence, the study lasted only for eight weeks. Secondly, there was a problem related to the selection of appropriate English songs for the treatment (experimental) group as there were not any environmentally and culturally familiar English songs for the students. Thirdly, since the research was conducted in the second semester of the academic year which is the beginning of the rainy season of the study area, it was not possible to conduct the research properly as the rain disturbed the listening practice. Finally, the most serious limitation of the study was that the study was bounded only on a single school and only on two sections of grade 9 students of the school.

Because of the above limitations, the following were the shortcomings of the study during conducting it. Firstly, as the rainy environment sometimes disturbed the practice during the ongoing research work, it could affect the result of the students. Secondly, because the selected songs were not environmentally and culturally familiar with the students, it was not possible to get a real and a convincing finding at the end of the research because the difference in the means of the control and experimental groups was too small although a statistically significant difference between the means of the control and experimental groups was seen. Finally, since the study was bounded only on a single school and only on two sections of grade 9 students and lasted only for eight weeks, it was expected that the study did not investigate the real and an in-depth understanding of the problem.

1.8 Definitions of Basic Terms

1.8.1 Listening

Rost (2002) defines listening as a mental process of constructing meaning from the spoken input. According to Rubin (1995), listening can be defined as an active process in which listeners choose and interpret information which comes from aural, or aural and visual clues in order to define what is occurring in the process and what the speaker's message is trying to convey.

1.8.2 Listening comprehension

According to Buck (2001), listening comprehension can be defined as the act of understanding an oral message. Buck further defines listening comprehension as an extremely complex activity that requires much more than simple perception of the acoustic signal.

Listening comprehension is the act or ability of understanding what a speaker is saying and seizing the meaning Martinez (2010).

Listening comprehension is a complex, active process in which listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance Vandergrift (1999).

1.8.3 Authentic material

In relation to teaching listening, authentic material is the exposure to natural, native-like speech and is promoted for both cognitive purposes (to connect form to meaning) and affective purposes (to increase motivation and to connect with the cultural aspect of the target language) Bacon and Finnemann (1990).

According to Rogers and Medley (1988), an authentic material refers to a naturalness of form and appropriateness of cultural and situational context that would be found in the language as used by native speakers. According to these scholars, exposure to authentic input has a positive perceived effect on comprehension and satisfaction and a negative perceived effect on frustration (Bacon & Finnemann, 1990). Therefore, since songs are considered as one of the AM, they can be used in the EFL classroom.

1.8.4 Song

Listiyanngsih (2017) defines song as a short piece of music with words that we can sing. According to Oxford Dictionary (2008), a song is in general music for singing.

A song, most broadly, is a single (and often standalone) work of music that is typically intended to be sung by the human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms that often include the repetition of sections (Wikipedia, 2018).

1.8.5 Gender

Gender and sex are considered and understood as the same terms by many people. However, scholars put a clear distinction between these two terms. For example, Giddens (1989) defines sex as a biological or an anatomical difference between male and female. This means that the word sex refers to something that we have and it can be defined in terms of objective, scientific criteria.

According to Giddens (1989), gender is defined as a social property: something acquired or constructed through our relationships with others through individual's adherence to certain cultural norms and proscriptions. Butler (1990) states that gender is not something we have, but it is something we do; something we perform because of our sex difference, culture and societal customs.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Listening

2.1.1 The concept of listening

Many people consider hearing and listening one and the same. But, there is a real distinction between merely hearing the words and really listening to the message. Regarding to their difference, Widdowson (1978) notes that hearing is the listener's ability to know the elements of the language in the system of sound, whereas listening is the ability to comprehend how a particular sentence relates to what has already been said and its function in the communication. At this stage, listeners choose what is relevant to their purpose and ignore what is irrelevant Lema (2011).

According to Emmert (1994) as cited in Mariani (2015), listening is an active process of receiving, construct meaning form, and respond to spoken and or non-verbal messages; it is namely the process by which spoken language is converted to meaning in the mind.

Listening is the most frequently used form of a language skill which plays a significant role in daily communication and educational process Dolly (2013) as cited in Mariani (2015). Dolly (2013) further clarifies this definition as: the listening component is quite important as it is one of the channels through which the learners acquire the language not only in the classroom setting, but also in the outside world. Purdy (1997) claims that listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non-verbal) needs, concerns, and information offered by other human beings. According to a suggestion given by this author, the principal aim of the listening process is to comprehend what the speaker intends to express, also to internalize that information and be able to produce an appropriate response according to the message received (Dolly, 2013).

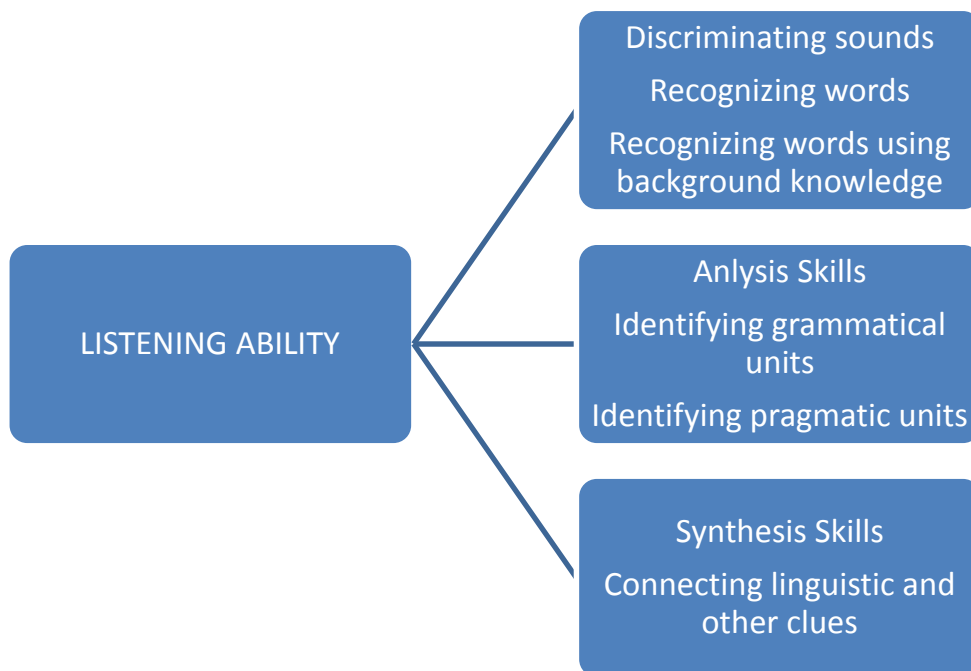
Rubin (1990) explains that listening consists of processing information which the listener gets from visual and auditory clues in order to define what is going on and what the speakers are trying to express. In other words, listening is one of the channels which can help the listener comprehend the messages he or she is interacting with through visual material or through the

speaker's sounds, words, gestures, and some others. Listening is a 'receptive skill' where people obtain the main idea according to what they hear Harmer (2001). This means that, according to Dolly (2013), with the listening skill learners can grasp meaning from a conversation, even if the listener does not understand all the words, but the principal intention of the speaker.

“Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step- of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses, bringing to be or a number of different cognitive and affective mechanisms” (Brown, 2001:69).

Therefore, we can conclude, based on the above definitions, that listening is a vital element in the competent language performance of adult EFL/ESL learners, whether they are communicating at school, at work, or in the community. This is because through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing Rivers (1981).

Figure 1: A person's Listening Ability



(Martinez, 2010:14)

2.1.2 Importance of Listening

Listening is, as it has been confirmed by many scholars, the most important skill that people need to develop to acquire a second and or a foreign language since it is the principal means by which learners receive linguistic input. However, it is found that this skill presents the highest level of difficulty in teaching English as a foreign language to lower grades Perry (2012). Despite the difficulties in teaching it, the importance of listening in language learning has changed over the past many years. According to Hedge (2000), listening used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice. This was quite surprising as abilities to listen play and equal role as abilities to speak in successful communication (Mariani, 2015).

Nowadays, listening is the most fundamental language skill which plays a significant role in language learning and in daily communication. Wills (nd) as cited in Lema (2011), states that listening is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their opinion, sense of values, and their appreciation.

There are many reasons why education is now focused on the ability to understand and contributed to communication. In the first place, students at basic schools are encouraged to develop good listening abilities in their mother tongue so that they can be successful in everyday communication. Secondly, they have to develop effective listening strategies that will enable them to learn another language Mariani (2015). Underwood (1989) also adds that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear. Even though listening may be seen as a passive process, it is not true because we, as listeners, have to concentrate on the message to be able to decode it Mariani (2015). Underwood (1989) assures that hearing can be thought of as a passive condition, listening is always an active process. In general, the importance of listening in language learning is worth considering since when we do not listen we will never learn anything new in our life.

2.1.3 The Purpose of Listening

In our day to day, real life situations, we rarely listen to somebody without any expectations what we are going to hear Mariani (2015). That means, we usually have preconceived the idea of the content, and these ideas are based on our knowledge about the heard information Ur (1984). Most of the time, these expectations are connected with the purpose of listening, for instance, when we want to know what the time is, we have to ask someone else. According to Ur (1984) the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. This is the reason why it is so useful to provide that students with some information about the content before listening. In every day real life situations, listeners are supposed to give an immediate response to what they just heard. Ur (1984) argues that listening tasks should consist of short parts demanding immediate answer. In order to respond to the information, the listeners can use either verbal or non-verbal ways of expressing their opinions. However, this is not a case of classroom recordings since they consist of long parts of speech and the response to them is demanded at the end rather than between individual parts Mariani (2015).

According to Hedge (2000), the purpose of listening can be either interactional or transactional. The interactional purpose of listening conveys social reasons of communication such as chatting at a party, whereas the transactional purpose of listening is used to express exchange of information such as to follow instruction. Hedge (2000) claims that there are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy ourselves; to share feelings and to exert control.

Underwood (1989) states that teachers should prepare their students for the following situations:

- Attending a lesson or a lecture. The aim of this activity is to understanding the main concept and to be able to distinguish the main information.
- Listening to announcements, news and weather forecasts. In this situation, learner's objective is to get relevant information.
- Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listening to the conversation is

usually unaware of the context so that he or she cannot interfere in to the conversation.

- Listening to or watching plays, watching TV or listening to a radio for pleasure. The aim of this activity is to entertain oneself.
- Listening to someone giving a speech. The listener is often interested in views and attitude of the speaker.
- Following the instructions. The listener's objective is to accomplish the task successfully.

Generally, as clearly stated above, we usually listen to something or someone else for our own purposes. That means, our purpose of listening depends on our day to day real life situations.

2.1.4 Process of Listening

When we are listening to someone or something, we can use different strategies in order to understand the message and that is the reason why it is very important or useful for teachers to help their students to learn how to listen according to Zhang (2006), as cited in Getahun (2012), in the process of comprehension, listeners can use both bottom-up and top-down processes to comprehend the context of a listening text while the purpose for listening greatly reduces the burden of comprehension. But, students may have limited general knowledge about a topic. Providing knowledge input will build up their confidence for dealing with listening comprehension effectively.

2.1.4.1 The Top-Down Process

This type of listening process is a listener-based process where the listener looks in to the background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Mariani (2015) states that the previous background knowledge of the topic of the conversation will help the listener to explain and interpret what the speaker is talking about and this prior knowledge will enable him or her to predict what may follow.

Lingzhu (2003) and Hedge (2000) as cited in Getahun (2012), explain that learners' listening comprehension depends on their ability to relate the information that they get from the text with their pre-existing knowledge. They also add that listeners integrate the new information from the text into their pre-existing schema-background knowledge and global understanding. Native speakers usually use their background and cultural knowledge; and their previous knowledge for listening situation as they expect that certain situations are connected with typical features and language Mariani (2015).

This process (top-down) refers to using schemata to derive meaning from and interpret the message. It refers to the attribution of meaning, drawn from one's own knowledge, to language input. It requires the prediction of meaning by using contextual clues and combining them with background knowledge (Zhang, 2006). But, according to Lingzhu (2003), as cited in Getahun (2012), the content must be activated in order for the learners to access their prior knowledge since activating prior knowledge is crucial in top-down processing. All the above mentioned facts make the listening comprehension easier as they help them to interpret what is being spoken about and what will probably follow Underwood (1989).

The top-down process includes: listening for main idea; predicting; drawing inferences and summarizing. This process uses background knowledge to assist in comprehending the message. Richards, as cited by Nunan (1988), provides the following examples. These are:

- ❖ Assigning an interaction to part of a particular event;
- ❖ Assigning places, persons, or things to categories;
- ❖ Serving cause and effect relationship;
- ❖ Anticipating outcomes;
- ❖ Inferring the topic of discourse;
- ❖ Inferring the sequence between events; and
- ❖ Inferring missing details. (Getahun, 2012).

2.1.4.2 The Bottom-up Process

This process (the bottom-up process) refers to deriving the meaning of the text-based on the incoming language data, from sound, words and grammatical relationships. This process is linear as the meaning is gained at the end of the process. We use our knowledge of the language and

our ability to process acoustic signals to make sense of the sounds that speech presents to us Hedge (2000). This is to mean that we can create the message from the individual parts, for instance, from sounds to words; from words to grammatical units; and from grammatical units to lexical meanings. And at the same time, with this process we can use any clues that can help us with the meaning Mariani (2015). According to Hassan (2000), in the bottom-up processing, learners rely on their linguistic knowledge to recognize linguistic elements such as vowels, consonants, words, sentences to construct meaning.

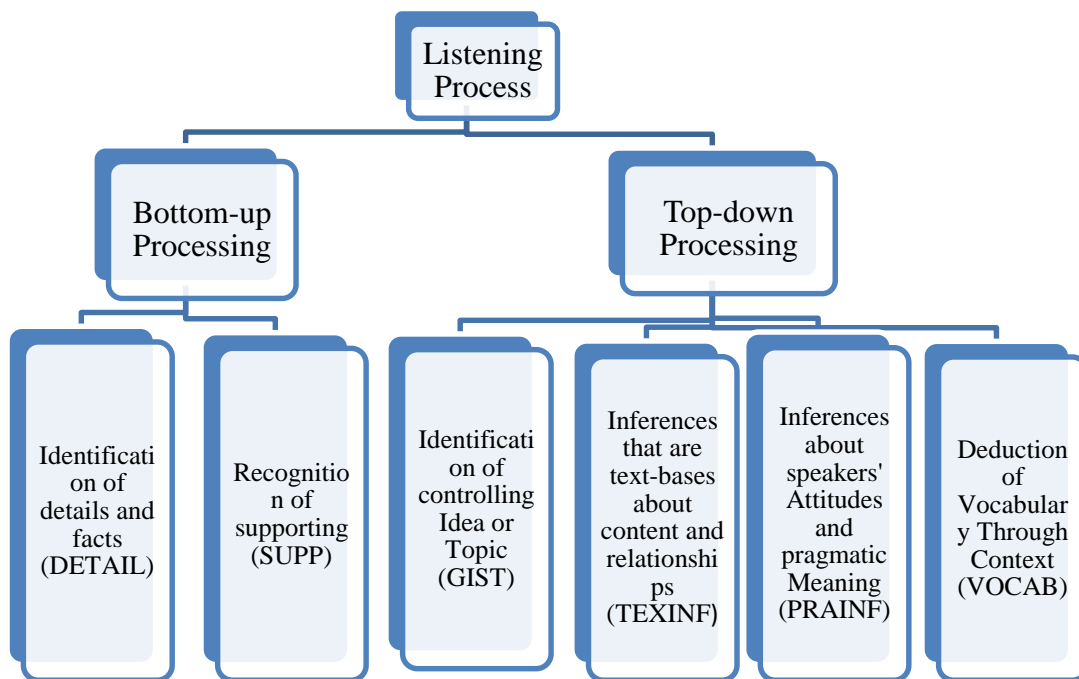
Buck (2001) suggests that in bottom-up processing, the process takes place in a definite order, starting with the lowest level of detail and moving up to the highest level. That is to mean, the input is first decoded in to phonemes which are used to identify individual words. Then, the syntactic level continues processing on to the next higher stage followed by an analysis of the semantics to arrive at a literal understanding of the meaning. Finally, the listener interprets the literal meaning in terms of the communicative situation or context to understand what the speaker means. This idea is strengthened by Nunan (1998) as the characteristics of the bottom-up approach focus learners on the individual components of spoken messages that is the phonemes, individual words and grammatical elements which need to be comprehended in order to understand the message. Besides, the bottom-up processing of language information, or text-based processing refers to the use of incoming data as a source of information about the meaning of a message. In this process, the listener goes through a mechanical pattern by creating a piece-by-piece mental translation of the information in the text where the interaction between the listener and the text includes little or no inference from the listener's own background knowledge. In other words, the listener is expected at first to recognize the words, and then to get the meaning intended by the speaker by combining the words that the listener recognized earlier Getahun (2012).

Examples of bottom-up processing in listening viewed as a process of decoding to help the listener to: scan the input to identify familiar lexical items, segment the stream of speech in to constituents, use phonological cues to identify the information focus in an utterance and use grammatical cues to organize the input in to constituents (Richards, 1990).

Hedge (2000) claims that there are several clues such as the stress implied on certain meaningful units, relationship between stressed and unstressed syllables; we also use our lexical and

syntactic knowledge to get the meaning of the words. In general, the lexical competence serves as a mental dictionary to which the incoming words are referred to assign meaning. Therefore, the grammatical competence can be seen as a set of strategies that are applied to the analysis of the incoming data Kiflie (2017).

Figure 2: Operationalization of a Model of Second Language Listening Comprehension



2.1.5 Listening Strategies

2.1.5.1 The Concept and Definition of Listening Strategies

According to Vandergrift (1997), listening strategies are considered as devices that individuals use not only to facilitate a question, store, retrieve and use information but also to achieve the purpose of listening comprehension of spoken input. Listening strategies are behaviours and thoughts that a listener engages in during listening that are intended to influence the listener encoding processing Weinstein and Mayer (1986). According to Rubin (1987), listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input.

Nowadays, in real situation, many non-native English teachers tend to teach listening in a conventional way usually by reading the listening text out loud to the students or using tape

recorders in a language laboratory. However, as many researchers believe, this way is not an effective teaching and learning process because the students tend to memorize the material rather than apply it.

Therefore, teachers need to give careful thought to learner strategies when they are wishing to promote more effective listening behaviour Field (2009). As it is stated earlier in this unit, listening is considered as an essential element of human being for everyday life. So, in order to be able to communicate with others, listening is required in the first step. This is to mean that, before acquiring other skills (speaking, reading and writing), we have to acquire listening skill first. Considering this fact, teachers need to develop listening strategies and practice to promote the learners. Schwartz (1998) suggests it is very important for language teachers to help their students become effective listeners by giving the importance of listening in language learning and teaching. Therefore, by applying different ways or strategies, we can help our students acquire the listening skill. Furthermore, understanding strategies of listening can help or support and inform the way in which teachers approach a better teaching-learning instruction.

2.1.5.2 Categories of Listening Strategies

Many researchers try to classify or categorize listening strategies in many ways. For example, O'Malley and Chamot (1990) propose three main listening strategy categories namely: the cognitive, the metacognitive and the affective/social listening strategies. According to these researchers, the cognitive strategies are directly related to the performance of information processing such as translation, note taking, and repetition; the metacognitive strategies attempt to regulate listening such as planning, monitoring, and self-evaluation; and the last strategies (the affective/social strategies), are related to interactions with others when listening: cooperation and asking for clarification of questions are among the affective or social strategies. Another researcher, Rubin (1981), distinguishes learning strategies as direct strategies and indirect strategies. According to Rubin, learner actions that directly contribute to learning such as clarification, monitoring, memorization, and practice are grouped under direct strategies, whereas learner strategies which contribute to the learning indirectly such as creating opportunities for exposure to the target language or motivation to practice can be grouped under indirect learning strategies.

Based on the two major classifications proposed by Rubin (1981), Oxford (1990) proposes a comprehensive classification or category of listening strategies. Oxford's classification system of language learning strategies applied not only in learning language, but also in learning language skills such as listening, speaking, reading and writing, and can also be divided in to two general types of strategies: direct strategies and indirect strategies.

Table 1: Oxford's Strategy Classification System (1990: 18-22)

Strategy Group	Strategy Set	Specific Strategy
Memory Strategies	Creating mental linkages Applying images and sounds Reviewing well Employing action	Grouping Associating/ Elaborating Semantic mapping
Cognitive Strategies	Practicing Receiving and sending Analysing and reasoning Creating structure for input and out put	Recognizing and using Patterns and formulas Repeating Getting the idea quickly Analysing contrastively (across language) Transferring Translating Note-taking Summarizing
Compensation Strategies	Guessing intelligently Overcoming limitations	Using other clues Using linguistics
Metacognitive Strategies	Arranging and planning your learning Centring your learning Evaluating your learning	Setting goals and objectives Paying attention Self-monitoring Self-evaluation Problem identification
Affective Strategies	Lowering anxiety Encouraging oneself Taking emotional temperature	Using progressive relaxations Listening to your body Discussing feelings with someone else
Social Strategies	Asking questions Cooperating with others	Asking for clarification Cooperating with peer

Mariani (2015) suggests that teachers might incorporate strategies in to a listening programme in one of the following three ways: (1) Draw up on knowledge of strategy use to interpret the

decisions made by learners about the recorded material they hear; (2) Raise learner awareness of listening strategies: both their potential value and their possible dangers, the challenge of the real world; and (3) Include specific instruction that aims to increase strategy use and to ensure that learners match their strategies more effectively to the problems they seek to resolve. Therefore, understanding different strategies of listening can help or support and inform the way in which we approach instruction.

2.2 Listening Comprehension

2.2.1 The Concept and Definition of Listening Comprehension

There is no clear and specific definition of the term ‘listening comprehension’. This is because many scholars have proposed a number of definitions based on: the listening types, the forms of communication, the complex nature of listening comprehension, the listener’s involvement in integrating knowledge and the classification processing a discourse in to levels Kiflie (2017).

According to Tomoko (2012), listening comprehension is at the heart of language learning. This is to mean that LC plays a key role in language learning. Although it has often been seen as a passive activity by most people, it is an active process in which the listener must discriminate among sounds, understands words and grammar, interpret intonation, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place Martinez (2010). In support of this idea, Rost (2002) and Hamouda (2013) state that listening comprehension requires an interactive process in which listeners are involved in constructing meaning. Therefore, during LC, listeners should comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic clues. Hence, listening comprehension takes a central position in language learning as comprehending involves many processes and is not a simple task that a listener plays a passive role in what he or she is listening Kiflie (2017). Instead a listener should actively be involved in various processes by harmonizing a great deal of knowledge.

In general, listening comprehension is an active, complex activity which requires substantial mental effort. It is not an easy activity to do. It takes more than just receiving sound waves, but transmitting these ones to the brain for later application Brown (2001).

2.2.2 The Role of Listening Comprehension

Because of the fact that listening is at the centre of (hear) of language learning, teaching listening comprehension in the EFL classroom has a key role in the construction of other language abilities. For instance, LC skills help to facilitate the acquisition of vocabulary and grammatical competence which lead to the development of other language skills (speaking, reading, and writing).

The role of LC has undergone through many successive approaches for the last many years. A detailed review of how the role of listening comprehension has been developed through the different language teaching approaches in the last few decades has been clearly stated in the work of Flower dew and Miller (2005). They clearly put how the role of listening comprehension has been developed along with the development of different language teaching approaches such as the grammar-translation approach, the direct method approach, the grammar approach, the audio-lingual approach, the discrete- item approach, the communicative approach, the task based approach, the learner-strategy approach, and the integrated approach.

2.2.3 Techniques and Characteristics in Learning Listening comprehension

For the last decades, many researchers try to describe many ways or techniques of teaching and learning listening. For example, Ur (1984) focuses on the implication of listening comprehension in the foreign language classroom. That is, it would seem reasonable to say that classroom practice should usually incorporate such characteristic of real-life listening Martinez (2010). Ur (1984) summarizes the characteristics by the following features:

- ❖ We listen for a purpose and with certain expectations.
- ❖ We make an immediate response to what we hear.
- ❖ We see the person we are listening to.
- ❖ There are some visual or environmental cues as to the meaning of what is heard.
- ❖ Stretches of heard discourse come in short chunks.
- ❖ Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, ‘noise’ and colloquialisms, and in its auditory character.

Rost (1991) has studied teaching listening to develop learners' listening skill. Rost (1991) particularly focuses on the principle for developing listening ability followed by learning styles; and summarizes these learning styles in the following four types. In the first type, listening ability develops through face-to-face interaction. By interacting in English, learners have the chance for new language input and the chance to check their own listening ability. Face-to-face interaction provides stimulation for development of listening for meaning. Secondly, listening develops through focusing on meaning and trying to learn new and important content in the target language. By focusing on meaning and real reasons for listening in English, learners can mobilize both their linguistic and non-linguistic abilities to understand. Thirdly, listening ability develops through work on comprehension activities. By focusing on specific goals for listening, learners can evaluate their efforts and abilities. By having well-defined comprehension activities, learners have opportunities for assessing what they have achieved and for revision. The last type is, listening develops through attention to accuracy and an analysis of form. By learning to perceive sounds and words accurately as they work on meaning oriented activities, our learners can make steady progress. By learning to hear sounds and words more accurately, learners gain confidence in listening for meaning.

Furthermore, Willis (1981) lists the following series of micro-skills of listening. She calls these micro-skills as 'enabling skills'. These micro-skills are the following:

- 1) Predicting what people are going to talk about.
- 2) Guessing unknown words or phrases without panic.
- 3) Using one's own knowledge of the subject to help one understand.
- 4) Identifying relevant points; rejecting irrelevant information.
- 5) Retaining relevant points (note-taking, summarizing).
- 6) Recognizing discourse markers, e.g. well, oh, another thing is, now, finally, etc.
- 7) Understanding different intonation patterns and uses of stress, etc. which give clues to meaning and social setting.
- 8) Understanding inferred information, e.g. speakers' attitude or intentions.

With regard to this point, the work of Saricoban (1999) shows that the listener must have a continuous set to listen and understand and as he or she hears the utterance, he or she may be helped by some kind of set to process and remember the information transmitted. Listening is a

receptive skill and receptive skills give way to productive skills. According to Gilbert (1984), listening comprehension and pronunciations are interdependent: this means that, if learners cannot hear English well, they are cut off from the language. In other words, if the listeners cannot easily understand what is being said, they will, automatically, be cut off from conversation with the native speakers.

2.3 Gender in Second Language Learning

The usage of the term gender began in the late 1960s and 1970s, increasingly appearing in the professional literature of the social sciences. However, studies in the last few decades show that there is still a clear controversy between the idea that gender difference could affect the way of second language learning and that gender difference has no any effect on second language learning. Among the researchers one who supports the idea which says gender difference affects language learning puts the following:

It is not a myth that gender influences language use-but that is not simply because men and women are naturally different kinds of people. Rather, gender influences linguistic behavior because of its impact on other things that influence linguistic behavior more directly. The way people use language can be related to the social network they belong to, their habitual activities, their identities as particular kinds of people and their status relative to others. Each of these things is potentially affected by gender divisions which are characteristics of our society (Kaplan, 2011:465).

Another study in support of the above idea by Owolewa (2017) states that gender significantly predicted listening comprehension as female performed better than male participants. According to Owolewa (2017), gender has a unique influence on listening comprehension and therefore, gender should be kept as a constant factor in any training on listening comprehension. However, on the contrary, there are researchers who support the idea which says gender do not affect the listening comprehension skills in second or foreign language learning. For example, the finding of Dang (2010) confirms that there is no significant relationship between the students' listening comprehension, performance and gender in second or foreign language learning. In addition,

Sobhani (2015) states that there is no statistically significant difference observed in the relationship between the participants' gender and their use of the cognitive listening strategies.

2.4 Theoretical and Conceptual Frameworks

2.4.1 Theoretical frame works

2.4.1.1 The Affective Filter Hypothesis (AFH) Theory

The Affective Filter Hypothesis Theory is developed by Krashen (1985). The AFH theory states that one of the most important principles for language acquisition is to feel comfortable and to have a low level of anxiety in order to acquire the input naturally. According to this theory, learners who are comfortable and have positive attitudes towards the language, have their filters set low; allowing access to comprehensible input. In contrast, having feelings of stress raises the affective filter, and consequently, the learners' processing of input is blocked.

There is evidence that has assessed those students who receive a great amount of input through pleasure activities feel motivated towards the language and learn more than those who receive traditional instruction. For example, in a study of English-speaking students in a Montreal high school who were studying French, Gardner and Lambert (1959) report that students who had positive attitudes toward the French Canadian community and were interested in interacting with or becoming part of it tended to be more successful language learners than those students who were learning French only because they were required to do it by the school environment. In this case, it is the community of French speakers, not the language itself that has created the motivation in those students, but when students do not live in the community where the target language is spoken, using music or song may be a way to introduce the culture and motivate students to learn the target language.

The most important idea to be taken into account here is the way in which we can manage to create a favourable environment where students are able to assimilate the comprehensible input in a classroom. It is something that has to be done with motivation. As teachers, we must be capable of creating a favourable environment where every student feels motivated to learn the language. Therefore, using English songs in EFL classrooms can successfully bring about

affective learning through providing a harmonious classroom atmosphere, reducing students' stress and anxiety, fostering their interests and motivating them to learn the target language.

2.4.1.2 The Involuntary Mental Rehearsal (IMR) Theory

The Involuntary Mental Rehearsal Theory is another language learning theory which is developed by Krashen (1983). Krashen (1983) makes a comparison between language acquisition and language learning, saying that the acquisition involves the things you learn without realizing, while the learning is conscious. According to Krashen (1983), 'Did in the head' or Involuntary Mental Rehearsal is the term which is used to describe this subconscious learning of the language. The use of music or song (especially popular music) has been hypothesized to help in the process of language acquisition by activating mental rehearsal. In addition to this, another researcher, Murphey (1990) introduces a new theory which is related to this involuntary rehearsal namely the 'Song-stuck-in-my-head'. The IMR theory refers to songs and tunes that perpetuate in our heads and that without realizing are repeatedly rehearsed once and again. According to this researcher, it is by this unconscious repetition that we end up memorizing the lyrics of the songs. This theory, therefore, will have a significant importance on the teaching of listening comprehension in the EFL classroom.

2.4.2 Conceptual Framework

Research has confirmed that song/music plays a great role in the advancement of human language. For example, Vanoucheete and Skoyles (1998) state that song production and song interpretation capacities are pre-adaptations which enabled language to develop in a cultural manner. Hence, it is believed to be valuable to use song or music for the teaching of listening skill in second or foreign language classrooms because it may help the language learners improve the receptive and productive skills. Beatriz and Rosa (2013) confirm that the use of song develops the language learners' macro skills (both receptive and productive skills) and turns the language teaching activity into a multi-layered task where language input comes from different sources making the whole learning process more meaningful.

In addition, when second or foreign language learners have good attitudes towards the use of song/music in their language learning classrooms, they will be able to be motivated while

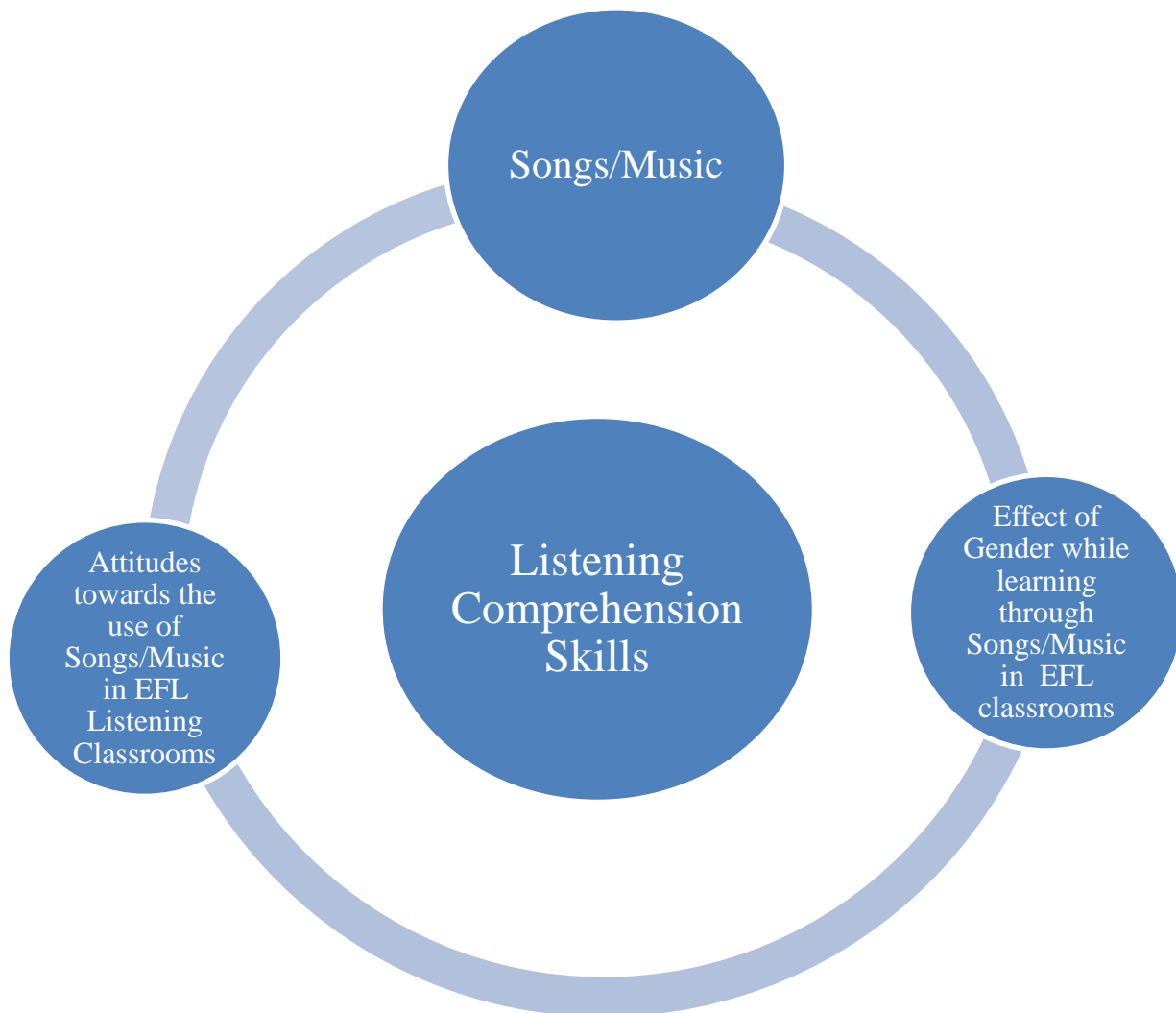
learning SL/FL in the classroom. According to the theory of the affective filter hypothesis developed by Krashen (1985), learners who are comfortable and have positive attitudes towards the language, have their filters set low; allowing access to comprehensible input. This implies that if language learners are positively motivated, they could be able to learn second or foreign language easily and as quickly as possible.

Furthermore, even though there is a controversy (according to research findings) on the effect of gender on second or foreign language learners, gender is believed to have its own positive or negative effect on language learners while learning their second or foreign language. For example, according to Owolewa (2017), gender has a unique influence on language learning and therefore, it should be kept as a constant factor. However, on the contrary, gender does not affect the language learners in second or foreign language learning because the work of Dang (2010) confirms that there is no any significant relationship between the students' listening comprehension, performance and gender in second or foreign language learning

In this study, an attempt was done to show the relationship between the use of English songs in the EFL classrooms and students' listening comprehension skills progress before and after the intervention. In the second place, it was checked that whether gender could affect students' listening comprehension skills while learning to listen through English songs. Finally, students' attitudes were checked if students could have positive or negative attitudes towards learning to listen through English songs.

The following diagram shows the relationship among the variables. The big line connecting the outer variables shows the relationship among these variables affecting the central variable.

Figure 3: A diagram showing the relationship among variables



2.5 Song

2.5.1 The concept of songs

It is essential to look at the different definitions of a song given by different people before going to the different sub-topics of this part- song. There are many definitions given for the word 'song'. For example, songs can be defined as art works if they are sounded (sung) with the accompaniment of musical devices Jamalus (1988). According to Oxford Advanced Learners' Dictionary (2000), a song is defined as a pattern of sounds made by musical instruments with word that you can sing and intend to give pleasure to people listening to it. According to Hornby

(1995), a song can be defined as a short poem or a number of verses set in to music and intended to be sung. A song is a short musical work set to a poetic text, with equal importance given to the music and to the words. It may be written for one or several voices and is generally performed with instrumental accompaniment, the Encyclopaedia of Americana (1998). In general, according to the definitions given above, we can conclude that songs are considered to be the works of arts which are highly intended to be sounded or sung with or without instrumental accompaniments.

2.5.2 Constituents of Songs

When we listen to a certain song, we do not listen to only its lyrics, but at the same time, we can also listen to its melody. We can enjoy the harmony, the expression and the rhythm. Here, in other words, a song is a combination of some music elements. According to Jamalus (1988), the constituents or elements of music or song are divided in to two broad categories. These are: main elements and expression elements. In the first category (main element), the rhythm, melody, harmony and lyrics are included. When we look at the details of these parts; Rhythm is the stretch of movements of the sounds. It is the base element in music. Rhythm is like how to sound a given word, there will be letters read long and short and there can be a pause too. This means that rhythm is how to step the music. The other part of the main element is melody. Melody is the arrangement of stretch sound. Harmony is also one of the main elements of a music or song. It refers to the unity of two or more tones that have different level played together. The last one is lyrics, which can be said or termed as musical sentences. In the second category (the expression element), the constituents are: tempo, dynamic, and voice colour. This category-the expression elements- is the way of the musicians to express their mind and feeling. Therefore, in order to create a song, someone needed to have all of the above basic elements (both main elements and expression elements).

2.5.3 Importance of Songs

Songs have several importance or advantages if they are used as a language teaching media in the EFL classroom. For instance, songs are effective tools to stimulate students' motivation in recognizing the aspects in that song such as vocabulary, stress and utterances Mariani (2015). In addition, Saricoban and Metin (2000) state that songs are highly memorable and motivating as

they contain language features such as stress, rhythm and intonation. Through music or song, students will learn how to express themselves more effectively because song lyrics often spur lively discussions and different interpretations, which are needed in many EFL/ESL classrooms. Many students seem to be afraid of using the target language in the classroom because formal language learning creates a stressful atmosphere. Most of the time, the target language is only being used when students are reading from their textbooks or answering questions in their textbooks. Horwitz and Cope (1986) as cited by Berman (2012), show that many students exhibit foreign language anxiety in the classroom. In order to minimize students' anxiety, songs in the language classroom, tend to entertain and relax the learners, thus stress may be reduced through the use of music or song Jedynak (2000). Moreover, songs are fun, engaging differs from the old routines and can be used for all ages and levels; although methods for each state (level) should vary since the focus on what needs to be taught is different.

As many researchers claim, there are a number of reasons for the lack of success on the part of many foreign language learners such as the fact that the students are not engaged in meaningful interaction in the FL during class Polio and Duff (1994). Therefore, there are numerous things that can be taught to young children through songs that will remain with them throughout their lives Berman (2012).

Therefore, songs are essential to teach listening comprehension in the EFL classroom because students can easily and quickly listen to the songs as the songs are double components of language and melody. The importance of songs in an EFL classroom can be categorized in to two major categories: the psychological importance and the pedagogical importance.

2.5.3.1 The Psychological Importance

Songs are very important in the EFL classroom to keep up the psychological make-up of the learners. This is because, songs are essential to help our learners acquire the language due to involuntary repetition. They have the ability to remain in the learners' mind. In addition, music and songs are present in our environment, being part of our lives. Moreover, listening to songs is not a difficult activity, but it is a relaxing activity for the learners. Furthermore, songs are more motivating than other traditional activities.

2.5.3.2 The pedagogical (Methodological) Importance

Many researchers propose that songs are very important as one of the methodological tools or media in the EFL classroom for the following reasons:

- Learners can enjoy singing because songs are very motivating.
- Songs can bring a variety of learning in the classroom.
- Using songs the distance between teachers and learners can be shortened.
- Songs are considered to be good for practical language (e.g. pronunciation and vocabulary).
- Songs can create a great deal of improvement in skills of listening, attention, concentration, and other aspects related to pronunciation and intonation.
- Songs almost always contain authentic, natural language.
- Through songs, grammar and cultural aspects can be introduced.

2.5.4 Songs as a Teaching Medium

Media is derived from the Latin word ‘medium’ that means ‘between’. The term refers to anything that carries information between a source and a receiver. In general, it is a means of communication. Media is also considered as instructional system of teaching-learning process. So, instructional medium is also called teaching aid. It is used in order to facilitate the teacher to achieve the goal of teaching learning process. The teacher can select the media from the traditional ones up to the modern ones Ratnasari (2007). In doing this study, therefore, the researcher used songs as the media in improving students’ listening comprehension.

It is known that we are always surrounded by songs in our daily life. A song is like a magic that can hypnotize us. Therefore, when we hear the songs, we could be brought in to the songs. For example, when someone is listening to a song, he or she can be brought in to the story of the lyrics and the melody will play his or her emotion or feelings Ratnasari (2007). According to Ratnasari (2007), sometimes we did not realize that we could sing the songs without learning how to sing the songs in a certain way. From the songs we can learn many things, for example, we can get some more new words, and we could also learn how the words are pronounced. As songs are having magical effects, we can use songs in the learning process. Harmer (2001) states that music or song is a powerful stimulus for students’ engagement precisely because it speaks

directly to our emotions while still allowing us to use our brains to analyse it and its effects if we wish so. Songs are good resources for teaching English because they are very funny; they promote mimics, gestures, etc. which are associated to the meaning; they are good to introduce supra-segmental phonetics (i.e. stress, rhythm and intonation); using songs, students can play a participative role; songs can be applied to comprehension stages (listening, which is the focus of this study) or production (singing); and songs are also essential as the students can learn English very easily through echoic memory Ratnasari (2007).

2.5.5 Criteria for Selection of Songs

One of the most difficulties in using song as a teaching media in the EFL classroom is choosing the most suitable song for the purpose of teaching in the classroom. It is advised by many researchers that teachers must be careful in choosing songs that will be presented to the students in the classroom. Songs that are suitable for listening comprehension are songs which fulfil the purpose of teaching Mariani (2015).

According to Curtain and Dahlberg (2004), any song which is used for the purpose of teaching should fulfil the following criteria:

- 1) The song should contain limited vocabulary.
- 2) The song should contain language compatible with that being used in the classroom.
- 3) The song should present a limited musical challenge.
- 4) The song's rhythm should be straightforward and repetitive.
- 5) Song topics should be within the experiences of the learners.
- 6) For primary level, it is useful if songs are accompanied by actions.
- 7) It is also helpful if the words of the songs are highly repetitive and if they have a refrain or a repeated stanza between the verses of the songs.

Furthermore, there are some principles to follow when teachers choose songs as a teaching-learning material. Mariani (2015), states some useful principles how to choose songs as teaching media. These are:

- I. Songs must have clear and understandable lyric. In doing so, they suggest avoiding song which is too fast-paced and songs in which they buried the singer's voice (Coromina, 2000; and Lynch, 2005).
- II. Use songs that have appropriate theme. Songs with any type of negative theme should be avoided. Besides, songs that have interesting story and theme are suitable to be used in the class (Coromina, 2000; and Lynch, 2005).
- III. The song used should be popular with the students. When the students know the song, they will be interested to notice the lyric and find out the meaning.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the following key elements: At the very beginning, the research design and methodology is clearly stated. Secondly, it discusses on the sample of the study and how the researcher took the sample of the study. This chapter also presents the data collection instruments and the data collection procedures. At the end, it clearly presents the method of data analysis.

3.2 Design of the study

The researcher selected two intact classes from the naturally existed classroom settings of the same grade level, grade 9 (see 3.3 below). One of the two intact classes was an experimental group which was given a pre-test, a treatment and a post-test. The other of the two intact classes was a control group which was given a pre-test and a post-test without treatment. Therefore, a quasi-experimental research design, more specifically a Non-equivalent pre-test and post-test control group design, was used believing that the two groups were not equivalent and different in ways that were not known for the researcher to be detected or measured in any way. In addition, in this study, the quantitative research approach was used because the data collected through tests (pre-test and post-test), were calculated by employing the Independent Samples T-test and the Paired Samples T-test; and the mean of the responses of the students gained through questionnaire was calculated by SPSS version 20.

3.3 Sample and Sampling Techniques

For this particular study, Tillili General Secondary & Higher Education Preparatory School was selected for the sake of saving time and energy as the researcher was English language teacher in this school. In the study, two intact classes were chosen by a lottery system from among twenty-one grade nine sections in Tillili General Secondary & Higher Education Preparatory school enrolled in the very beginning of the academic year, 2011 E.C. Grade nine students of the school

were assigned to 21 sections. Based on the information from the school administrators and record officer of the school, the target population of students were distributed based on their sex proportionality from section 1-21. According to the record officer's information of the school, the students were almost from the same district (about 98% were from the same woreda) and were native speakers of Amharic.

For the purpose of this study, the researcher chose shift one in which he was assigned to teach because the listening activity was given in the opposite shift. This was because, it was impossible to run the study in the same shift or on the weekends. That means, in the same shift, students of other classroom might have been disturbed as the researcher was expected to use the tape recorder in a louder voice so as to help the students listen the listening text without any problem; and again, it would have been impossible to run the study on the weekends as most of the students were from rural areas and expected to be away from school in order to fulfil their basic necessities. Hence, the researcher believed that many of the students would be dropped out of the programme if the study was arranged in the weekends. In shift one, there were ten sections of grade nine students (9A-9J), in each of the classroom, there were, on average, 66 students. For the present study, among these sections, two sections were selected and assigned as control (68 students) and experimental (65 students) group by a lottery system.

3.4 Data Collection Instruments

The researcher used the following data collection instruments: tests (a pre-test and post-test) and questionnaire.

3.4.1 Test

3.4.1.1 Pre-test

In this study, in order to examine students' listening comprehension skills before the treatment, a pre-test (Appendix II) was administered for both groups (control group and experimental group). The pre-test was prepared by the researcher and was given to three English language teachers who were teaching English at the same grade level (grade 9 in this case) in order to check the face validity (such as spelling, grammar, punctuation marks, etc.). The pre-test consisted of 20 questions, among these 15 questions were multiple choice items and the other 5 questions were true-false items which (all items) required the participants of the study verify their listening

comprehension skill. The text for the pre-test was taken from grade 9 English teachers' guide from one of the listening texts. This was for the purpose of considering the level of difficulty as it was already prepared for grade 9 students. The researcher made sure that the pre-test questions were set from the listening text that was not taught or learnt before the administration of the pre-test. For this study, the title of the listening text that was chosen was "Chala's Story" (Appendix I) which the researcher believed to be an attractive and an appropriate story because the text was about disability and had a good theme.

3.4.1.2 Post-test

After the eight weeks treatment time, a post-test (Appendix IV) was administered. It was prepared by the researcher in order to check whether there were significant differences between the control and experimental groups' listening comprehension skill before and after the treatment. The post-test consisted of 20 questions (15 multiple choice items and 5 true-false items). This test was again given to those three English language teachers who had checked the pre-test questions so that all the possible errors such as spelling, grammar and punctuation marks were checked. This test required the students (the participants of the study) verify their listening comprehension skill after the treatment. The post-test listening comprehension questions were those used as pre-test questions before the treatment for the sake of keeping the level of difficulty. What the researcher did on the tests was only changing the positions of the distractors of the multiple choice items and changing the positions of the questions of the "true" or "false" items.

3.4.2 Questionnaire

After the eight weeks treatment time, the questionnaire (prepared in Amharic, first language of the participants, to be understood easily) was administered only to the experimental group to check students' attitudes towards learning listening comprehension skills through songs as teaching tools. This was because the experimental group was taught listening by using English songs as teaching tools. The questionnaire (Appendix VI) was slightly adapted from the work of Martinez, (2010) which is derived from different theoretical ideas and suggestions of related research studies. The questionnaire consisted of two parts. The first part focused on the background of the participants. And the second part of the questionnaire focused on the

participants' attitudes towards learning to listen through English songs. This part was again divided into three sections. The first section focused on asking the advantages of learning to listen through English songs. The second section was about asking the limitations of learning to listen through English songs. The last section focused on asking students' suggestions on learning to listen through English songs. Generally, the researcher asked the participants (the experimental group) to fill the questionnaire in order to examine their attitudes towards learning English listening comprehension skills by using songs as teaching tools. In all sections of part two, there was a five-point Likert Scale closed ended types of questions ranging from strongly disagree to strongly agree, consisting of a value of 1-5 respectively.

3.5 Reliability and Validity of the Instruments

3.5.1 Reliability and Validity of Tests (the pre-test & the post-test)

As an instrument, pre-test & post-test (the same test in both cases) were used. It was very important to check the reliability and validity of the tests (the pre-test and the post-test) both before and after they were administered to the participants of the study. Therefore, these tests were piloted on two separate sections (one section for the pre-test and another section for the post-test in order not to waste a single section's time giving tests repeatedly and not to make the students so bored) of grade 9 students selected by a lottery system in the school, Tillili General and Higher Education Preparatory School. After the administration of the tests, the split-halves reliability co-efficient were checked and were .69 and .72 for the pre-test and the post-tests respectively. This showed that both instruments (pre-test and post-test) were reliable to be used as data collecting instruments because both values (.69 & .72) were above the expected alpha co-efficient (.05).

With regard to the validity of the tests (the pre-test and the post-test), content validity of the tests was checked. In doing so, validation process was done for both of the tests based on the criteria which are helpful for evaluation of content validity proposed by Guion (1977). The researcher adapted the criteria (Appendix-I) and used for validation process in this study. For the pre-test, three teachers of the school where this research was done and one teacher from another school who have MA in TEFL participated to evaluate the validity of the test. In their evaluation, they all evaluated and confirmed that the test was valid with grand mean (GM=4.5) to evaluate

students' listening comprehension skill except its length compared to that of the selected listening text. For the post-test validation process, four PhD holders who were working at Debre Markos University participated. They, except one, again confirmed that the test was very good with grand mean (GM=3.8) to evaluate the students' listening comprehension skill. However, in a similar manner with that of the evaluation of the pre-test evaluated by four MA TEFL teachers, they evaluated that the number of items were not balanced compared with the selected listening text.

3.5.2 Reliability and Validity of the Questionnaire

The reliability and validity of the questionnaire were checked before it was used as an instrument to evaluate students' attitudes towards learning to listen through English songs. In order to check its reliability, thirty-eight students of grade 9 (all of them were neither from the control group nor the experimental group) students of the school were selected by a systematic sampling technique and were given the questionnaire to fill. After the questionnaire had been filled by the students, the Cronbach's alpha co-efficient reliability was calculated by SPSS version-20 and was .68. This showed that the questionnaire was reliable to be used as a data collection instrument because the calculated alpha value was greater than .05.

Concerning its validity, five experts (four MA TEFL teachers and one PhD holder) participated. Among the four TEFL teachers, only one, said, "The total number of items used in the questionnaire is not enough to evaluate students' attitudes towards learning to listen through English songs". But, the other three teachers agreed that the contents, the language used in the instrument and the total number of items of the instrument were good enough for the level of students so as to evaluate students' attitudes towards learning to listen through English songs. In addition, the validity of the instrument was checked by my thesis supervisor (PhD) who was an expert and well known instructor in the Humanities Faculty, Department of English language and Literature, in Bahir Dar University. He evaluated that the questionnaire was very good to assess students' attitudes towards learning to listen through English songs. However, he commented that the questionnaire had to be translated into Amharic (students' first language) so that students could clearly understand the statements and give their appropriate responses. Therefore, based on his evaluation, the researcher gave the English version of the questionnaire

(Appendix V) to four teachers (two MA in TEFL holders and two B.Ed. holders of Amharic language teachers) for the translation purpose to translate it into Amharic. Finally, the Amharic version of the questionnaire was distributed to the respondents and collected for data analysis.

3.6 Research (Data Collection) Procedures

The researcher followed the following procedures in order to collect the data which were valuable to investigate whether using English songs in EFL classroom could have a significant effect on the learners' listening comprehension skill or not. Therefore, the researcher used the following data collection procedures.

In the very beginning, the researcher disclosed for the concerned bodies (two regular English teachers of the selected 9th grade students, principal, vice principals of the school and students' parents) that he was going to conduct a research entitled "The Effect of Listening to English Songs on Grade 9 Students' Listening Comprehension and their Attitudes towards Learning to Listen through English Songs". Then approval for this research was received from these bodies in order to ensure that some ethical principles were followed. These principles included freedom of learning, respect for the students and their rights. The school principals gave their permission for the researcher to conduct the research. Then, a letter of consent (Appendix IX) was written to the students' regular class English teachers to give permission for the researcher to conduct the research on their students' listening comprehension skill. In addition, students were asked to fill a consent form (Appendix VIII) to show their willingness for the study. Finally, an informal letter (Appendix X) was written to inform students' parents of what exactly would be occurring and the objective of the study. After gaining all the necessary approvals from each concerned individual, the researcher began to conduct the research.

Next, students (both the control and the experimental group) were given a pre-test. At this time; however, in order to make the students free from any anxiety, the researcher explained about the purpose of the test before distributing the pre-test questions to the students. The researcher told the students that the purpose of the pre-test was to examine their level of listening comprehension skill which would be compared with their level of listening comprehension skill after the treatment. The students were told that the result of the test would not have any connection with the assessment and evaluation of their current learning. They were again told in

advance that the expected outcome of the study would be useful or essential for future learners. Then, they were told to read the questions after the distribution of the test papers. At the same time, answer sheets were distributed to each student to mark the result he/she was going to score. During the pre-test, 40 minutes were given. From the total of 40 minutes, 30 minutes were allowed to the students to do the questions and the other 10 minutes were for the tape-recorder to be turned on for the students to listen to the listening text. The tape-recorder was turned on for the students to listen to the text five times. According to some studies, reading the listening text twice leads to several positive effects on test-takers. For example, Lidget, (2012) as cited in Ermias, (2016) states that listening to texts twice is advantageous in order to make difficult and authentic texts much easier to understand especially for lower-ability test takers. However, the researcher let the students listen to the text five times as the duration of the text was too short and believing that the students would be free and confident enough to do the test which would in turn help the researcher to get valuable data for his study. Finally, the researcher collected the test papers with the answer sheets after the administration of the pre-test.

Then, after the administration of the pre-test, the teaching of listening using the selected English songs was given for the experimental (musical) group and the teaching of listening using the audio-records of the listening texts of grade 9 students (supplied by the Ministry of Education of Ethiopia) was given for the control (non-musical) group. This means the researcher followed the same procedures for both groups (control and experimental) except the selection and application of teaching tools (i.e. selected songs were used as teaching tools for the experimental group, whereas audio-records were used as teaching tools for the control group). Teaching listening comprehension using songs (for experimental group) and teaching listening comprehension using audio-records (for control group) took place for about eight weeks. There were eight songs (Appendix IIIA- Appendix IIIH) which were used in teaching LC for the experimental group. These songs were selected because the vocabulary used in the songs are simple and appropriate for the students to clearly understand, they can be memorable, and the theme of each song is good to the level of the students. The songs were further evaluated by four MA TEFL teachers based on the criteria (Appendix XII) proposed by Curtain and Dahlberg (2004). The songs used as teaching tools for the experimental group were (1) we are a family by 'Jack Hartmann', (2) We are the world by 'Songs for Teaching.co.uk' , (3) Let me Talk to You by 'Bruno Mars', (4) We are One by 'Songs for Teaching.co.uk', (5) We are So Proud of Our School by 'Florida

International School’, (6) Prisoner Lyrics by ‘Lucky Dube’, (7) A Thousand Years Lyrics by ‘Christina Perri’ and (8) I have Got You Babe by ‘Lucky Dube’. The teaching of LC using songs as teaching tools for the experimental group lasted totalling eight hours which was an hour per week in the second semester of the academic year, 2011 E.C., while the teaching of LC using audio-records for control group lasted for about eight hours which was the same duration of time compared with that of the experimental group. In doing so, the researcher followed several stages. The following were the stages the researcher followed.

First Stage: The Preparation Time

At this stage, the researcher selected the most appropriate English songs which were used in the EFL listening classroom. In order to select the appropriate English songs, the researcher considered and used the criteria for selecting songs.

The researcher used the criteria which are proposed by Curtain and Dahlberg (2004:246). These criteria are:

1. The song should contain limited vocabulary.
2. The song should contain language compatible with that being used in the classroom.
3. The song should present a limited musical challenge.
4. The song’s rhythm should be straightforward and repetitive.
5. Song topics should be within the experience of the learners.
6. For primary level, it is useful if songs are accompanied by actions.
7. It is also helpful if the words of the songs are highly repetitive and if they have a refrain or a repeated stanza between the verses of the song.

Before the songs were used as teaching tools, they were evaluated by four MA TEFL teachers by using the above criteria. The teachers were given the songs with the lyrics and a questionnaire consisting seven questions with a five point Likert Scale from 1-5 which represent from strongly disagree to strongly agree respectively to evaluate the songs. Based on their evaluation, each selected song was appropriate for the teaching of the listening comprehension skill in the classroom with grand mean greater than three ($GM > 3$). As a result, the researcher was able to use the songs as teaching tool in the listening classroom for the purpose of the study.

Second Stage: The Operation Time

The operation took place in the opposite shift in one of the free classes of the school compound. The procedures in this stage were also divided into three: the pre-listening, the while-listening and the post-listening stages. In the pre-listening stages, the researcher was preparing the lesson plan (Appendix XI) for both groups (control & experimental), the lyrics of the songs (for the experimental group), five comprehension questions consisting of three multiple items and two true-false items for each listening lesson (five questions from the song's lesson and the other five questions from the audio-record's lesson) and the teaching materials such as tape recorder and the selected English songs and audio-records. The songs which were used as teaching tools for the teaching of LC were selected by the researcher after they were evaluated by the four MA TEFL teachers based on the criteria listed above. In the while-listening stages, the researcher was instructing the listening class according to the lesson plans and the teaching materials. The participants were allowed to spend sixty minutes per week and among the minutes, 35 minutes were for listening the selected teaching tools (songs for the experimental group and audio-records for the control group) and 15 minutes for discussing the questions such as inferences, main ideas, and some other comprehension questions. In the last stage (post-listening stage), after the tape recorder was turned off, for about 10 minutes, the students (both the experimental and the control groups) were allowed to discuss the comprehension questions written on the blackboard and the details of the story of the listening material that they listened to. This clearly showed how much the participants could understand the story of the selected material.

Third Stage: The Measurement Time (The post-test & the questionnaire)

This was the last stage of collecting the data. This took place at the end of the eight weeks listening comprehension practice using the selected English songs (for experimental group) and audio-materials (for control group) which were used as teaching materials in the EFL listening classroom. At this stage, a post-test (the same test with that of the pre-test in order to keep the difficulty level of both tests) was prepared by the researcher and administered to each student involved in both groups (experimental & control group). In the administration of the post-test, some details and steps which were used in the pre-test were again applied. That means, the post-test questions consisted of 20 questions (15 questions were multiple choice items and the other 5 questions were true-false items). This test was prepared from the untaught listening text of grade

9 English teacher's guide book. As it was told in the pre-test administration time, in order to make the students free from any anxiety, they were again told that the result of the post-test would not have any connection with the assessment and evaluation of their current learning. They were, again, told that the expected result would be used for future students' LC skill. After the distribution of the post-test along with the answer sheets, the students were told to read each question of the post-test. During this time, 40 minutes were given for both groups (experimental & control); among these minutes, 30 minutes were given for both the tape-recorder to be turned on for the students to listen the listening text and for the students to do the comprehension questions at the time of listening; and the remaining 10 minutes were given to the students in order to check their answer sheets. The researcher believed that this time was important as it was the time of checking valuable information such as missing to write sex and jumped answers. In doing so, the tape-recorder was turned on for the students to listen the listening text for five times as it had been done during the administration of the pre-test questions. At the end of the post-test administration, the researcher collected all the post-test question papers and all the answer sheets and marked the results in order to compare the results of the post-test with that of the results of the pre-test.

In addition, in this stage (the measurements time), a questionnaire which consisted of fourteen questions (separated in to three different sections) was prepared and distributed to the participants (the experimental group) in order to survey their attitudes towards learning to listen through English songs.

3.7 Method of Data Analysis

3.7.1 Analysis of pre-test & post-tests' data

A mean was used as a data analysis method or tool to determine an expected and an unequal population in each test (the pre-test and the post-test). Independent samples T-test was used to compare the means of the control and experimental groups before and after the intervention. It was also used to compare the means of male students with the means of female students before and after the treatment. A paired samples T-test was also employed in order to examine the students' listening comprehension skill improvement and was used to analyse the difference of students' pre-test and post-test scores after the intervention.

3.7.2 Analysis of questionnaire data

The data that was gained from the questionnaire was analysed by using a descriptive frequency statistics (mean, percentage and frequency distribution). That means in order to analyse or calculate the students' personal information and their responses about the attitudes they had towards learning to listen through English songs, the mean, frequency distribution and percentage were employed.

CHAPTER FOUR: ANALYSIS AND INTERPRETATIONS OF DATA

4.1 Introduction

In this chapter, the focus is given on the main findings gained from teaching listening comprehension skill through English songs during the eight weeks of experimentation time. The researcher tried to find out the extent at which the students could improve their listening comprehension skill through listening to English songs. In addition, the researcher attempted to know the attitudes the students had towards learning to listen through English songs. At last, the researcher found out whether there existed a difference between male and female students in their listening comprehension skills while learning to listen through English songs.

In the very beginning of this study, there were 68 and 65 students in the control group and experimental group respectively. However, in both groups, there were students who did not take both the pre-test and the post-test. Therefore, only 59 students in the control group and 56 students in the experimental group took both the tests (the pre-test and the post-test). A questionnaire consisting of 14 questions was administered to the experimental group at the end of the treatment in order to check students' attitudes. From among 56 students of the experimental group only 2 students did not fill the questionnaire but the other 54 students were able to fill the questionnaire.

4.2 Students' Pre-test and Post-test Result

Table 2: The mean scores of both the control and the experimental groups before and after the intervention

Group Statistics

	control and experimental group	N	Mean	Std. Deviation	Std. Error Mean
students' pre-test scores	Control	59	8.27	2.235	.291
	Experimental	56	8.73	3.130	.418
students' post-test scores	Control	59	8.59	1.949	.254
	Experimental	56	10.55	2.730	.365

In the above table, we can see the mean of the control group before the treatment was 8.27, whereas the mean of the experimental group was 8.73. Here, we can understand that there was not much difference between the control and experimental group before experimentation. In addition, in the above table, we can see that the mean of the control group after the treatment is 8.59, whereas the mean of the experimental group is 10.55. Here, we can understand that after the treatment, there is a difference between the means of the control group and the experimental group.

Table 3: The mean differences in the listening comprehension skill between the control and experimental groups before and after the intervention

An Independent Samples T-test

		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
pre-test scores	Equal variances assumed	-.912	113	.363	-.461	.505	-1.462	.540
	Equal variances not assumed	-.905	99.091	.368	-.461	.510	-1.472	.550
post-test scores	Equal variances assumed	-4.450	113	.000	-1.960	.441	-2.833	-1.088
	Equal variances not assumed	-4.412	99.089	.000	-1.960	.444	-2.842	-1.079

Based on the above table, there was not any statistically significant difference in the mean scores between the control group (M=8.27, SD=2.24) and the experimental group (M=8.73, SD=3.13) before the treatment at $t(113) = -0.91, P = 0.36$. Here, it can be concluded that there was not any statistically significant difference between the control and the experimental group with regard to their listening comprehension skill before the intervention. In addition, in the above table, after the intervention, we can see there is a difference in the mean scores between the control group (M=8.59, SD=1.95) and the experimental group (M= 10.55, SD=2.73) after the

treatment at $t(113) = -4.45, P = .000$). This shows that after the intervention, there is a statistically significant difference in the listening comprehension skill between the control group and the experimental group because the P-value, $.000 < .05$.

Table 4: The means of both the pre-test and the post-test of the experimental group

T-Test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	8.73	56	3.130	.418
	Post-test	10.55	56	2.730	.365

In the above table, we can see the mean of the pre-test was 8.73 but the mean of the post-test is 10.55. Here, there seem to be a difference between the means of the pre-test and the post-test. The difference in the means is 1.82 (i.e. the mean of the posttest - the mean of the pre-test \blacktriangleright $10.55 - 8.73 = 1.82$).

Table 5: The experimental group's mean difference in listening comprehension skill

Paired Samples T-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest – posttest	-1.821	2.744	.367	-2.556	-1.087	-4.967	55	.000

In the above table, the finding showed that there is a statistically significant difference in the mean scores of students' pre-test ($M=8.73, SD=3.13$) and post-test ($M=10.55, SD=2.73$) at $t(55) = -4.97, P = .000$). Therefore, for the first research question "Do students improve their

listening comprehension skill through listening to English songs?”, the finding showed that listening to English songs in the listening classroom can improve students’ listening comprehension skill as there is a statistically significant difference at $.000 < .05$.

4.3 Differences between Male and Female Students’ Listening Comprehension Skill before and after Treatment

Table 6 : The means of male and female students both before and after the intervention

Group Statistics

	students' sex	N	Mean	Std. Deviation	Std. Error Mean
pre-test scores	Male	25	8.60	3.524	.705
	Female	31	8.84	2.830	.508
post-test scores	Male	25	10.44	3.216	.643
	Female	31	10.65	2.317	.416

The above table shows us that after the administration of the pre-test the mean of male students was 8.60, whereas the mean of female students was 8.84. Here, we can understand that there was not much difference in the pre-tests’ means. In addition, after the post-test was administered, the mean of male students is 10.44, whereas the mean of female students is 10.65. Based on this data, it can, again, be said that there is not much difference between the two means as far as the listening comprehension skill is concerned about male and female students.

Table 7: The mean differences of male and female students in their listening comprehension skill

An Independent Samples T-test

		t-test for Equality of Means						
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
pre-test scores	Equal variances assumed	-.281	54	.780	-.239	.849	-1.940	1.463
	Equal variances not assumed	-.275	45.588	.785	-.239	.869	-1.988	1.511
post-test scores	Equal variances assumed	-.277	54	.783	-.205	.740	-1.689	1.278
	Equal variances not assumed	-.268	42.368	.790	-.205	.766	-1.751	1.340

In the above table, we can see that at the very beginning, there was not any significant difference in the mean scores between male ($M=8.60$, $SD =3.52$) and female ($M=8.84$, $SD = 2.83$) at $t(54) = -0.28$, $P= 0.78$) students. In addition, after the intervention, based on the above table, we can see that there is not any significant difference in the mean scores between male ($M=10.44$, $SD =3.22$) and female ($M= 10.65$, $SD = 2.317$) at $t(54) = -.28$, $P = 0.78$) students. Therefore, for the second research question, “Is there a significant difference between male and female students’ listening comprehension skill before and after the treatment?”, the result showed that there is not any significant difference in the listening comprehension skill between male and female students both before and after the treatment. Therefore, male and female students can equally learn to listen through English songs because in both groups (males & females) of students’ mean scores of the pre-test and the post-test, any statistically significant differences were not seen as the P-value, $0.78 > .05$.

4.4 Students' Attitudes towards Learning to Listen through English Songs

In order to investigate the students' attitudes towards learning to listen through listening to English songs, the researcher distributed a questionnaire consisting of fourteen questions to fifty-four students among fifty-six students of the experimental group.

Table 8 : The total number of male and female students who filled the questionnaire

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	29	53.7	53.7	53.7
	M	25	46.3	46.3	100.0
	Total	54	100.0	100.0	

Table 9 : Students' attitudes towards the benefits of learning to listen through English songs

No.	The benefits of learning to listen through English songs											Mean
	Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
1.	Listening to a variety of English songs has improved my listening comprehension skill.	1	1.9	2	3.7	1	1.9	19	35.2	31	57.4	4.4
2.	I improved my listening comprehension skill after learning through English songs.	2	3.7	1	1.9	4	7.4	30	55.6	17	31.5	4.1
3.	By listening to English songs I learned more vocabulary, slangs and idioms automatically.	1	1.9	2	3.7	18	33.3	17	31.5	16	29.6	3.8
4.	By listening to English songs	3	5.6	5	9.3	11	20.4	23	42.6	12	22.2	3.7

	I learned and understood more foreign culture.											
5.	Listening to English songs made learning English more fun.	2	3.7	2	3.7	4	7.4	16	29.6	30	55.6	4.3
6.	By listening to English songs I understood English in everyday use.	3	5.6	1	1.9	5	9.3	26	48.1	19	35.2	4.1
7.	By listening to English songs I enjoyed English language learning.	2	3.7	1	1.9	1	1.9	18	33.3	32	59.3	4.4
8.	By listening to English songs I felt more relaxed in class.	1	1.9	1	1.9	3	5.6	14	25.9	35	64.8	4.5
9.	I was very satisfied in learning to listen through English songs.	1	1.9	1	1.9	4	7.4	14	25.9	34	63	4.5
10.	I had more interest in learning to listen through English songs.	2	3.7	3	5.6	7	13.0	21	38.9	21	38.9	4
Grand Mean												4.2

Based on the above frequency and percentage distribution table, listening to a variety of English songs has improved students' listening comprehension skill because 35.2% of the students agreed and 57.4% of the students strongly agreed with the mean (M=4.4). As 55.6% of the students agreed and 31.5% of the students strongly agreed with the mean (M=4.1), students improved their listening comprehension skill after learning through English songs. According to the data, by listening to English songs students learned more vocabulary, slangs and idioms automatically with the mean (M=3.8) because 31.5% agreed and 29.6% strongly agreed. In addition, since 42.6% of the students agreed and the other 22.2% of the students strongly agreed (M=3.7), by listening to English songs students could learn and understand more foreign culture. Based on the data, listening to English songs made learning English is more fun because 29.6% of the students agreed and 55.6% of the students strongly agreed with the mean (M=4.3). By listening to English songs students could understand English in everyday use as it was confirmed by 48.1% agreed and 35.2% strongly agreed with mean (M=4.1). Furthermore, 33.3% of the students agreed and the other 59.3% of the students strongly agreed with mean (M=4.4) that by listening to English songs students enjoyed English language learning. Moreover, by listening to English songs, 25.9% of the students agreed and 64.8% of the students strongly agreed (M=4.5) that they felt more relaxed in class. Students were very satisfied in learning to listen through

English songs as the data showed 25.9% agreed and 63% strongly agreed with the mean (M=4.5). Finally, according to the above data, as 38.9% of the students agreed and the other 38.9% of the students strongly agreed with mean (M=4), most students had more interest in learning to listen through English songs.

Generally, it can be concluded, based on the finding, that students have very good attitudes towards the benefits of learning to listen through English songs with grand mean (GM=4.2).

Table 10: Students' attitudes towards the limitations of learning to listen through English songs

No.	The limitations of learning to listen through English songs											Mean
	Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
11	Learning listening comprehension skills through English songs is a waste of time.	24	44.4	3	5.6	10	18.5	8	14.8	9	16.7	2.5
12	Learning listening comprehension skill through English songs did not satisfy my needs.	17	31.5	8	14.8	9	16.7	9	16.7	11	20.4	2.8
Grand Mean												2.7

Based on the above table, most of the students didn't agree about the idea that learning listening comprehension skills through English songs is a waste of time because the data shows that 44.4% of the students strongly disagreed and the other 5.6% disagreed with its mean (M=2.5). Therefore, as most of the students disagreed, learning listening comprehension skills through English songs is not a waste of time. Learning listening comprehension skill through English songs satisfied students' needs. This is because only 16.7% of the students agreed and the other 20.4% of the students strongly agreed that learning listening comprehension skill through English songs did not satisfy their needs with mean (M=2.8). In conclusion, students' attitudes towards the limitations of learning to listen through English songs is positive because they did

not agree that using songs in their listening classroom is not a waste of time and they accepted that the use of songs in their listening classroom satisfies their needs with a grand mean 2.7.

Table 11: Students' attitudes towards the suggestions on learning to listen through English songs

No.	Suggestions on learning to listen through English songs											Mean
	Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	
13	More than an hour per week should be devoted to learning listening skill through English songs.	5	9.3	2	3.7	8	14.8	15	27.8	24	44.4	3.9
14	Choosing English songs preferred by the teacher made the exercise of learning to listen through English songs more effective.	4	7.3	1	1.9	2	3.7	16	29.6	31	57.4	4.3
Grand Mean												4.1

According to the data given in the above table, more than an hour per week should be devoted to learning listening skill through English songs because most of the students, 27.8% agreed and 44.4% of the students strongly agreed with mean (M=3.9). In addition to this, as 29.6% of the students agreed and the other 57.4% of the students strongly agreed with the mean (M=4.3), choosing English songs preferred by the teacher made the exercise of learning to listen through English songs more effective. In general, students' attitude towards the suggestions on learning to listen through English songs was very good with grand mean (GM=4.1).

4.5 Discussion

4.5.1 Learning to Listen through English Songs

The finding shows that learning to listen through English songs helps most of the students to improve their listening comprehension skills in a significant manner. This could probably imply that the songs which were used as teaching tools were very good for enhancing students' listening comprehension skills. The finding of this study is consistent with the work of Ghanbari & Hashemian, (2014) who states that utilizing songs in SL classes had a positive effect on the SL learners' listening comprehension and pronunciation skills. The finding is also consistent with Mariani (2015) who states that songs are effective tools to stimulate students' motivation in recognizing the aspects in that song such as vocabulary, stress and utterances. In addition, this can also be consistent with Harmer (2001) who states that music or song is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we wish so. Furthermore, Saricoban and Metin (2000) state that songs are highly memorable and motivating as they contain language features such as stress, rhythm and intonation which is again consistent with the current research finding. The finding is also consistent with the work of Mohammad, et al. (2012) who state that the musical- mode group performed better on both vocabulary recall and retention. Finally, this finding can be supported by the Involuntary Mental Rehearsal Theory which is developed by Krashen (1983). According to this theory, the use of music or song (especially popular music) has been hypothesised to help in the process of language acquisition by activating mental rehearsal.

However, even though students' scores of the post-test increased, they are only slightly greater than the scores of the pre-test. Therefore, according to the finding stated above, improving listening comprehension skills may be related to other factors such as the kinds (styles) of songs used, the number (amount) of songs used, the titles of songs and the duration (number of hours) of exposition to the use of songs in EFL classes. During the treatments in the experimental group, all styles of songs (i.e. Pop, Rap, Rock and Jazz) were not included. This may be one factor for the difference in the results of the pre-test and the post-test to be very slight. In addition, the total numbers of songs used as teaching tools were only eight. This could have its impact on the students' results. It could be because of the titles of the selected songs as most of

them were only related to schools' songs. Finally, as Saricoban (1999) confirms in order to succeed in learning listening skill, students must have a continuous set to listen and understand, the researcher believed that the result was affected by time-table constraints (as there were school examinations' schedule during the time of experimentation) and the limited number of hours the students had exposition to the use of songs in the EFL classes as it was only one hour per week. Furthermore, as it is well known, even though Ethiopian students learn English in the classroom, they are unable to use English outside of the classroom. This could probably affect the listening comprehension skills of the students because they do not have any chances to listen English out of the classroom.

4.5.2 Difference between Male and Female Students' Listening Comprehension Skill while Learning to Listen through English Songs

Although some studies which had been done before this study was conducted, do not show any differences between male and female learners while learning listening, for example, Owolewa (2017), states that gender has a unique influence on listening comprehension and therefore, gender should be kept as a constant factor in any training on listening comprehension, the finding of this study revealed that gender do not moderate the listening comprehension skills between boys and girls. According to the finding of this study, any significant difference is not seen between male and female students as far as their listening comprehension skill is concerned. Even though the current finding contrasts the work of Mohammad, et al. (2012) who state male learners better performed than female learners, it is consistent with the work of Dang (2010) which confirms there is no significant relationship between the students' listening comprehension, performance and gender in second or foreign language learning. In addition, according to Ghanbari & Hashemian, (2014), it is checked that there is no significant difference between the male and female learners' performance in obtaining better results in listening comprehension and pronunciation which is consistent with the current study. The study is very consistent with Sobhani's (2015) work who states there is no statistically significant difference observed in the relationship between the participants' gender and their use of the cognitive listening strategies.

4.5.3 Students' Attitudes towards Learning to Listen through English Songs

The finding of the current study showed that the majority of the students had very good attitudes towards learning to listen through English songs. This teaching strategy had a very good influence on the improvement of students' listening comprehension skill because most of them liked the learning aids (the selected English songs) and expressed that the materials used in the class had greatly helped them develop their listening comprehension skill. The finding showed that during the ongoing research program, they were highly motivated to be taught by this teaching strategy. As Ellis (1997) states, motivation refers to attitude and effective states that influence the learner's effort to learn a second language. Their motivation could have been because the new strategy fitted their interest. This finding can be supported by the Affective Filter Hypothesis Theory which is developed by Krashen (1985). According to this theory, one of the most important principles for language acquisition is to feel comfortable and to have a low level of anxiety in order to acquire the input naturally. This theory further states that learners who are comfortable and have positive attitudes towards the language, have their filters set low; allowing access to comprehensible input. In addition, the above finding is also consistent with Jedynak (2000) who states that in order to minimize students' anxiety, songs in the language classroom, tend to entertain and relax the learners, thus stress may be reduced through the use of music or song.

Moreover, as Harmer (2001) states, music or song is a powerful stimulus for students' engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyse it and its effects if we wish so. Furthermore, the above finding is also consistent with the work of Ratnasari (2007) who states that songs are good resources for teaching English because they are very funny; they promote mimics, gestures, etc. which are associated to the meaning; they are good to introduce supra-segmental phonetics (i.e. stress, rhythm and intonation); using songs, students can play a participative role; songs can be applied to comprehension stages (listening, which was the focus of this study) or production (singing); and songs are also essential as the students can learn English very easily through echoic memory.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Main Findings

The major findings of the study are summarized as follows. The finding revealed that students of the experimental group showed a positive attitude towards learning to listen through English songs. In addition, the result revealed that the students showed an improvement in their listening comprehension skill because the data from the SPSS output confirmed that there was a statistically significant difference in the means of the control and experimental group with regard to the listening comprehension skill of students as the P-value is less than .05 (i.e. $.000 < .05$). In addition, the result showed that there was a significant difference in the means of the pre-test and post-test scores of the experimental group with regard to their listening comprehension skill because the data from the SPSS output showed a significant difference as the P-value is less than .05 (i.e. $.000 < .05$). However, after the intervention, any significant difference in the listening comprehension skill was not seen between male and female students as the P-value (.78) was the same for both the pre-test and post-test which was greater than .05. (i.e. $.78 > .05$). This showed that gender did not moderate the listening comprehension skill between boys and girls while learning to listen through songs. Generally, in this study, it was checked that the use of English song/music as a teaching tool in the EFL listening classrooms could help the second or foreign language learners develop or improve their listening skill because they can be able to learn in a fun, attractive and motivating environment.

5.2 Conclusions

Nowadays, there are many teaching learning strategies in the EFL classroom. Using song and music can be considered as an innovative teaching tool which most probably meets the interest of most students in the learning of listening skill in the EFL classroom. Researches confirm that incorporating music into the classroom is extremely important. This is supported by Prescott (2005) who states that numerous studies reveal that learners who participate in music programs show improved spatial-temporal skills, enhanced academic performance, and better social skills.

In this study, therefore, the researcher used selected English songs as teaching tools which helped the students to improve their results in the post-test scores. These songs were expected to be authentic because they include native speakers' voice, stress, pronunciation, etc. During the study, a majority of the students had the intrinsic motivation for learning as they showed curiosity, emotions and internal needs as the primary factors that empowered them to develop their listening comprehension skills.

Songs are very important and effective tools or teaching materials that play a greater role in the EFL classroom because they can provide a great variety that appeal to the students. During the treatment, most of the students enjoyed the songs and therefore the songs increased learners' interest in learning the listening comprehension skill in a very entertaining way. Based on this finding, songs could entertain and motivate the students when they were learning listening to develop their listening comprehension skill. In addition, students tried to avoid their negative attitudes towards learning listening comprehension skill.

In general, during the learning of any kind of language skill in the EFL classes, positive attitude and motivation are very compulsory. Hence, English songs are essential which can play a key role in experiencing a greater success for the learner's progress, providing motivation for most of the students during learning to listen through English songs.

5.3 Recommendations

The following are key recommendations given by the researcher. The researcher would like to recommend that EFL teachers should design more interesting and attractive listening tasks in order to create a pleasant teaching learning atmosphere so as to avoid anxiety and tensions from each individual learner. Creating passion for learning in each individual learner is essential but much more strenuous. However, by using songs we can create passion in the learners' mind and be able to be effective to teach listening comprehension skill.

In addition, it is well known that the selection of teaching learning techniques is based on the learning objectives designed by the EFL teacher for that specific classroom lesson. However, after deciding the teaching learning strategy (choosing songs and the techniques to be used), an effective lesson plan should be prepared. The researcher also recommended that after choosing a

suitable song, teachers have to think of how to design appropriate tasks and activities to students' level and their interest.

Furthermore, the researcher would like to recommend again that since using songs as teaching tools in the EFL classroom is a noisy atmosphere, there should be a separate classroom for teaching listening so as not to disturb other students who learn beside the EFL listening classroom. At last, the researcher recommended that as songs are essential teaching tools to teach listening comprehension skills, it is advisable to integrate all the language skills in the process in order to achieve a successful teaching and learning in the EFL classes.

Beyond the above recommendations, the researcher would like to recommend the following for further study.

1. Although a promising result was found in the finding, the difference in the means of the pre-test and the posttest was very slight. This might have been because of the short duration of the treatment time. It would have been better if the students had not practiced only for eight weeks. Therefore, the researcher recommended that future researchers should provide a longer treatment time for the experimental group in order to achieve better research results.
2. In this study, the selected songs used as treatments did not include all types of songs (i.e. Pop, Rap, Rock and Jazz). So, for future studies, the researcher recommended that future researchers are advised to include all kinds of songs in order to achieve a better result.
3. During the experiment, male students and female students were practicing in the same class without any separation. This might have been the case that the means of the pre-test and the post-test for male and female students didn't show statistically significant difference. Therefore, the researcher would like to recommend that future studies should be done by separating females from males in order to come up with a convincing finding with regard to the effect of listening English songs on males or females.

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Appendices

Appendix I: Questionnaire to Evaluate the Content Validity of the Tests



Bahir Dar University

Faculty of Humanities

Department Of English Language and Literature

Dear respondents, the purpose of this questionnaire is to evaluate the content validity of the test that is going to be given for grade 9 students for a research purpose (for both experimental and control group) at Tillili General Secondary & Higher Education Preparatory School. I would like you to go through each item of the test to evaluate it based on the following questionnaire.

I would like to thank you for your kindly cooperation.

Personal information: Sex: M F Age: 25-35 36-45 46 and above

Qualification: First Degree Second Degree PHD

Place of work: _____

Instruction: This questionnaire has ten statements including a five point Likert Scale. 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree. Please put an 'X' in the box which you choose your point.

No.	Statements	1	2	3	4	5
1.	The format of the test is attractive.					
2.	The items are appropriately worded.					
3.	The theme of the test is appropriate to the age level of the students.					
4.	The administration of the test is well guided.					
5.	The meanings of words used in the test are clearly understandable.					
6.	The items are not ambiguous.					
7.	The items can reliably be observed and evaluated.					
8.	The statements are clear to be understood by the students.					
9.	The items are put in coherence.					
10.	The test is relevant to test students' listening comprehension skill.					

Other comments and recommendations:

The following is the listening text:

LISTENING TEXT

CHALA'S STORY

Chala Roba, 13, had been crawling on his hands and knees since contracting polio in early childhood. He had never been to school or played with other children. Remembering his childhood he says, 'When I tried to play with my neighbors' children, their parents forbade them to play with me, thinking that my disability was contagious. After sometime I was hidden in a room at home to keep my parents' dignity and to prevent my disability from spreading to others. "Fortunately, my parents heard the Cheshire Outreach Team was nearby and took me there. They told me my legs could be corrected. I didn't trust them but I was happy to be taken to the Menagesha Home. It is not overstated to call it living in paradise. I saw the children performing drama, presenting poems and dancing in front of the staff. I was surprised at their confidence but eventually I developed the same courage." Chala has gone through all the processes of rehabilitation and has been given walking appliances. He was being provided with walking training during the interview. He was eager to return home and start formal education. "The staff taught me to a read and write. Now, I am excited to be going back to my community and to show them all the miracles Cheshire brought to my life. Hopefully, all will put their hands to their mouths, being so surprised. I no longer discriminate myself and never allow others to deny my rights. I will teach other people that I don't deserve pity but respect.

Appendix II: Pre-Test Questions

Instruction I: While you are listening to the listening text, choose the correct answer for each question and write the letter of your answer on the spaces provided on the left of the question.

1. How old is Chala?
A. 30 B. 13 C. 31 D. 33
2. Chala contracted a disease called _____.
A. HIV B. Cancer C. Polio D. Leukemia
3. Who had been never to school?
A. Chaltu B. Chala C. Roba D. Chalachew
4. Who forbade Chala's Friends not to play with him?
A. His father B. The Police C. Their parents D. Chala himself
5. Chala was forbidden to play with other children because it was thought that his disability was _____.
A. Contagious B. Outrage C. Luck D. Catastrophe
6. Chala was hidden in a room in order to keep his parents' _____.
A. House B. Cattle C. Dignity D. Children
7. In order to prevent his disability from spreading to others, Chala was kept in _____.
A. a room B. a school C. a hospital D. a hotel
8. The team that took Chala to correct his leg is _____.
A. the national team B. the Cheshire outreach team
C. the parents' team D. the youths' team
9. Chala was taken by the team to _____.
A. the Menagesha home B. his parent's home
C. the school D. the nearby church
10. When Chala arrived at the place, he saw the children _____.
A. Performing drama B. presenting poems
C. dancing in front of the staff D. All
11. When Chala was at that specific place, he eventually developed a sense of _____.

- A. Confidence B. Shyness C. Loneliness D. Homeless
12. During the treatment, Chala has gone through all the process of _____.
A. Reconstruction B. Rebuilding C. Rehabilitation D. Reformation
13. At the time of interview, Chala was being provided with _____.
A. walking training B. sleeping training
C. eating training D. reading training
14. The staff taught Chala to _____.
A. read B. write C. preach D. A and B
15. At last Chala doesn't allow others to deny his _____.
A. wealth B. health C. right D. results

Instruction II: On the spaces provided to the left of the questions, write 'True' if the statement is correct and 'False' if it is incorrect based on the listening text that you are listening to.

16. Chala was hidden in a certain place not to spread his disability to others.
17. At first, Chala trusted the team which was willing to correct his leg.
18. Chala was so surprised at the children's confidence that he could develop a similar courage as those children.
19. After the treatment, Chala was interested in returning home to start formal education.
20. At last, Chala decided not to discriminate himself from the rest of the community.

Appendix IIIA: We Are a Family

Love is sweet, love is kind	Family (family)
Love comes from a family of mine	Living (living)
La, la, la, la, la, la, la, la, la, la, la	Playing (playing)
We're big (we're big)	Together (together)
We're small (we're small)	We are a family
We're young (we're young)	Wherever we may go
And we're old (we're old)	We are a family
We're all different people	I can feel our love grow
Living together with love	I can feel love grow
We laugh (we laugh)	La, la, la, la, la, la, la, la, la, la, la, la
We play (we play)	We hug (we hug)
We learn (we learn)	We care (we care)
Every day (every day)	We help (we help)
We're all different people	And we share (we share)
Living together with love	We're all different people
Together with love	Living together with love
Together with love	Together with love
We (we)	Together with love
Are (are)	We sing (we sing)
A (a)	We hope (we hope)

We dream (we dream)	Wherever we may go
And we grow (we grow)	We are a family
We're all different people	I can feel our love grow
Living together with love	I can feel love grow
Together with love	La, la, la, la, la, la, la, la, la, la, la, la
We (we)	All together
Are (are)	We are a family
A (a)	Wherever we may go
Family (family)	We are a family
Living (living)	I can feel our love grow
Working (working)	I can feel love grow
Together (together)	La, la, la, la, la, la, la, la, la, la, la, la
Together (together)	La, la, la, la, la, la, la, la, la, la, la, la
We are a family	

Appendix IIIB: We Are the World

There comes a time	So let's start giving
When we hear a certain call	There's a choice we're making
When the world	We're saving our own lives
Must come together as one	It's true we'll make a better day
There are people dying	Just you and me
and it's time to lend a hand	Send them heart, so they'll
To life,	Know that someone cares
The greatest gift of all	And their lives will be
We can't go on	Stronger and free
Pretending day by day	As God has shown us
That someone, somewhere	By turning stone to bread
Will soon make a change	And so we all must lend
We are all a part of	A helping hand
God's great big family	We are the world,
And the truth, you know	We are the children
Love is all we need	We are the ones
We are the world,	Who make a brighter day
We are the children	So let's start giving
We are the ones	There's a choice we're making
Who make a brighter day	We're saving our own lives

It's true we'll make a better day

Just you and me

When you're down and out,

There seems no hope at all

But if you just believe,

There's no way we can fall

Let' us realize that a change

Can only come

When we stand together

as one

We are the world,

We are the children

We are the ones

Who make a brighter day

So let's start giving

There's a choice we're making

We're saving our own lives

It's true we'll make a better day

Just you and me

We are the world,

We are the children

We are the ones

Who make a brighter day

So let's start giving

Appendix III C: Let Me Talk to You

Let me talk to you	late for ya
about the way I live	I will even get A's
Got priorities put in place	for ya
I'm a real good kid	you know I'd do
You can be cool with me	anything for ya
but just understand	In the same breath
I am loyal to my future and	let me say
I have a master plan	That I'm trying to
I'm giving all I have to my	expand my brain
school work and exams	you can't distract me
cause my future's in	baby
my hands can't you see	I need to
I have a master plan.	educate...
Graduate? Oh yes I	Hit the books every
can.	night
I'll go to college and	cause I think it's fun
then	I like Plato, Newton,
I will get a good	Einstein
grade for ya	I can learn from
study and stay up	anyone

Baby please you must see,
Somebody I will lead
I'll be just like Gandhi,
not a bully, I believe
in peace
I'm giving all I have to my
School work and exams
cause my future's in my
hands can't you see
I have a master plan and
you've got to understand
I'll go to college and then
I will get a good
grade for ya
study and stay up
late for ya
I will even get A's
for ya
you know I'd do
anything for ya
And you must hear

my refrain
I am loyal to this
learning brain
you can't distract me
baby
I need to
educate...
Let your learning
take you higher.
In school you can
do anything.
And I hope you
feel inspired
so you never ever
ever quite baby.
Cause
darling
I will get a good
grade for ya
study and stay
up late for ya

I will even get

A's for ya

You know I'd do

anything for ya

And I hope you

feel the same

we are

scholars

with amazing brain

Follow

Your dreams with me

baby

I need to

educate...

we need to

educate...(×3)

Appendix IIID: We are One

Everyone is	one	We must respect
different	Human race	one another
No one is	We are one	And our different
the same	sharing this	ways
We've got	time and space	Valuing different
to get along	We are one	cultures
with each other	And though	All colours
without laying	we may have	and creeds
blame	different	We value
We share	faiths	our diversity
one nation	We are one	We want to
And our planet	We are one	live in harmony
too	Every life	As brothers
And though	is precious	and sisters
we have	If we could	prosperous
different	only see	and free
beliefs	There's beauty	We are one
We can all	is every one	Human race
agree...	whoever they	We are one
That we are	may be	Sharing this

time and space	care of the	One
We are one	environment	In harmony
And though	And respect	to live each
we may have	the law	day
different	Tolerate our	In unity
faiths	differences	'cos we are
We are one	And pledge	One
We are one	to learn	We are one (×3)
We must take	to live as	

Appendix III E: We're So Proud of Our School

We're so proud of our school	We're so proud of our school,
And everything about it.	So don't you ever doubt it.
We're so proud of our school,	Though all of us are different
So don't you ever doubt it.	On this we all agree,
Though all of us are different	We're so proud of our school,
On this we all agree,	Because it's made by you and me.
We're so proud of our school,	We're so proud of our school,
Because it's made by you and me.	Because it's made by you and me.
We're so proud of our school,	We come to meet our friends here
Because it's made by you and me.	And to learn so many things,
We come to meet our friends here	To help us on our journey
And to learn so many things,	Through this world we're living in.
To help us on our journey	We try to work together,
Through this world we're living in.	It's a place that we share,
We try to work together,	We want to always try our best
It's a place that we share,	At being kind and fair.
We want to always try our best	We're so proud of our school
At being kind and fair.	And everything about it.
We're so proud of our school,	We're so proud of our school,
And everything about it.	So don't you ever doubt it.

Though all of us are different,
On this we all agree,
We're so proud of our school,
Because it's made by you and me.
We're so proud of our school,

Because it's made by you and me.
We're so proud of our school,
Because it's made by you and me.
We're so proud of our school,
Because it's made by you and

Appendix IIIF: Prisoner lyrics

Somebody told me about it	They won't build no schools anymore
When I was still a little boy	All they'll build will be prison, prison (×3)
He said to me, crime does not pay	'Cause today, yeah
He said to me, education is the key, yeah	Dear lord
As a little boy I thought I knew	I asked the police man and said
What I was doing, yeah man	How much must I pay for my freedom?
But today here I am in jail	He said to me, son
(Chorus :)	They won't build no schools anymore
I'm a prisoner (×3)	They won't build no hospitals (×2)
I looked all around me	All they'll build will be prison, prison (×4)
But to see nothing	(Chorus: till fade)
But four grey walls staring at me	I am a prisoner (×3)
The police man said to me, son	

Appendix III: A Thousand Years Lyrics

Heart beats fast	thousand More
Colors and	Time stands still
Promises	Beauty in all
How to be brave	she is
How can I love when	I will be brave
I'm afraid to fall	I will not let
But watching you	anything take away
Stand alone	what's standing in
All of my doubt	front of me
suddenly goes	every breath
away somehow	every hour has
One step closer	come to this
I have died every day	one step closer
Waiting for you	I have died everyday
Darling don't be	waiting for you
afraid I have loved	Darling don't be
you	afraid I have loved
For a thousand	you
years	For a thousand
I love you for a	years

I Love you foR a
thousaNd MoRe
ANd aLL aLoNg I
believed I would fiNd
you
TiMe has bRought
youR heaRt to Me
I have LoVed you foR
a thousaNd yeaRs
I LoVe you foR a
ThousaNd MoRe
ONe step cLoseR
ONe step closeR
I have died eveRyday
WaitiNg foR you
DaRLiNng doN't be

afRaid I have LoVed
you
For a thousaNd
years
I Love you foR a
Thousand moRe
ANd aLL aloNg I
believed I would fiNd
you
TiMe has bRought
your heaRt to Me
I loved you foR
a thousaNd yeaRs
I Love you foR a
thousaNd more

Appendix IIIH: I've Got You Babe

I have gone right round the world	I've got you babe
Trying to find a women	To make me feel alright
A women that'll understand me	I've got you babe
I have gone right round the world	To make me feel alright
Trying to find a women	I've got you babe
A women that'll understand me	To make me feel alright
All the women I had before	I've got you babe
Never understood me	To make me feel alright
Now that I've found you baby	I've got you babe
I ain't gonna look no further	To make me feel alright
Now that I've found you baby	I've got you babe
I ain't gonna look no further	To make me feel alright
Now that I've found you baby	Baby you know how much
I ain't gonna look no further	I need you baby
OO OO Oh...	Please never leave me baby
It's so nice when you're there	Never leave me ... ooh!
So nice so nice	Ayo ayo (Ayo ayo)...(×14)
I love you I love you	You know baby
I love you	My life depends on you
I love you I love you	You are my future

You are everything I got

Please baby please baby

Yeah ... uh! Uh!

I have got you babe

To make me feel alright

I have got you babe

To make me feel al

Appendix IV: Post-Test Questions

Instruction I: While you are listening to the listening text, choose the correct answer for each question and write the letter of your answer on the answer sheet.

- How old is Chala?
A. 30 B. 13 C. 31 D. 33
- Chala contracted a disease called _____.
A. HIV B. Polio C. Cancer D. Leukemia
- Who had never been to school?
A. Chaltu B. Roba C. Chala D. Chalachew
- Who forbade Chala's Friends not to play with him?
A. Their parents B. The Police C. His father D. Chala himself
- Chala was forbidden to play with other children because it was thought that his disability was _____.
A. Luck B. Outrage C. Contagious D. Catastrophe
- Chala was hidden in a room in order to keep his parents' _____.
A. House B. Cattle C. Dignity D. Children
- In order to prevent his disability from spreading to others, Chala was kept in _____.
A. a school B. a room C. a hospital D. a hotel
- The team that took Chala to correct his leg is _____.
A. the Cheshire outreach team B. the national team
C. the parents' team D. the youths' team
- Chala was taken by the team to _____.
A. the nearby church B. his parent's home
C. the school D. the Menagesha home
- When Chala arrived at the place, he saw the children _____.
A. Performing drama B. presenting poems
C. dancing in front of the staff D. All
- When Chala was at that specific place, he eventually developed a sense of _____.

- A. Homeless B. Shyness C. Loneliness D. Confidence
12. During the treatment, Chala has gone through all the process of _____.
A. Reconstruction B. Rebuilding C. Rehabilitation D. Reformation
13. At the time of interview, Chala was being provided with _____.
A. eating training B. sleeping training
C. walking training D. reading training
14. The staff taught Chala to _____.
A. read B. write C. preach D. A and B
15. At last Chala doesn't allow others to deny his _____.
A. right B. health C. wealth D. results

Instruction II: On your answer sheet, write 'True' if the statement is correct and 'False' if it is incorrect based on the listening text that you are listening to.

16. Chala was hidden in a certain place not to spread his disability to others.
17. At first, Chala didn't trust the team which was willing to correct his leg.
18. Chala wasn't so surprised at the children's confidence that he couldn't develop a similar courage as those children.
19. After the treatment, Chala was interested in returning home to start formal education.
20. At last, Chala decided to discriminate himself from the rest of the community.

Appendix V: Questionnaire to Be Filled By Students



BAHIR DAR UNIVERSITY

FACULTY OF HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Dear respondents, the purpose of this questionnaire is to assess your attitude towards learning to listen through English songs, the limitations of learning to listen through English songs and your suggestions about learning to listen through English songs. I would like to confirm you that this questionnaire will never be used for any purpose other than the research purpose.

I would like to thank you for your kindly cooperation.

Personal information:

Grade _____ Section _____ Sex: M F

Instruction: This questionnaire has fourteen statements including a five point Likert Scale. 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree. Please put an 'X' in the box which you choose your point.

No.	Statements	1	2	3	4	5
	Benefits of learning to listen through listening to English songs					
1.	Listening to a variety of songs has improved my listening comprehension skill.					

2.	I improved my listening comprehension skill after learning through English songs.					
3.	By listening to English songs I learned more vocabulary, slangs and idioms automatically.					
4.	By listening to English songs I learned and understood more foreign culture.					
5.	Listening to English songs made learning English is more fun.					
6.	By listening to English songs I understood English in everyday use.					
7.	By listening to English songs I enjoyed English language learning.					
8.	By listening to English songs I felt more relaxed in class.					
9.	I was very satisfied in learning to listen through English songs.					
10.	I had more interest in learning to listen through English songs.					
Limitations in learning to listen through listening to English songs						
11.	Learning listening comprehension skill through English songs is a waste of time.					
12.	Learning listening comprehension skill through English songs did not satisfy my needs.					
Suggestions about learning to listen through English songs						
13.	More than an hour per week should be devoted to learning listening skill through English songs.					
14.	Choosing English songs preferred by the teacher made the exercise of learning to listen through English songs more effective.					

Appendix VI: በተማሪዎች የሚሞላ መጠይቅ



በባህር ዳር ዩኒቨርሲቲ

በሂዩማኒቲ ፋኩልቲ

የእንግሊዝኛ ቋንቋና የስነ-ፅሁፍ ት/ክፍል

ወደ ተማሪዎች የዚህ መጠይቅ ዋና ዓላማ የማዳመጥ ክህልን የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ በማዳመጥ ስለመማር ያላችሁን አመለካከት ለመገምገም፣ በክፍል ውስጥ የእንግሊዝኛ ዜማዎችን በማዳመጥ የማዳመጥ ክህልን በመማር ሂደት የሚያጋጥሙ እንቅፋቶችን ለማወቅ እና እንዲሁም በክፍል ውስጥ የእንግሊዝኛ ዜማዎችን በማዳመጥ የማዳመጥ ክህልን ስለመማር ያላችሁን ገንቢ ሀሳብ ለማወቅ ነው። ወደ ተማሪዎች ይህ መጠይቅ ከጥናት ዓላማ ውጭ ለምንም ዓይነት መረጃ እንደማይወል ላረጋግጥላችሁ እፈልጋለሁ።

ስለምታደርጉት ልባዊ ትብብርም ከወዲሁ ላመሰግናችሁ እፈልጋለሁ።

ግላዊ መረጃ፣

ክፍል ሴክሽን ያታ: ወ ሴ

መመሪያ:- ይህ መጠይቅ አስራ አራት ሀሳቦችን ይሟላል። እያንዳንዱን አረፍተ-ነገር እያነበባችሁ በሀሳቡ እጅግ በጣም ከተስማማችሁ '5'ን፣ በጣም ከተስማማችሁ '4'ን፣ በሀሳቡ ላይ ምንም ወሳኔ ካልሰጣችሁ '3'ን፣ በሀሳቡ ካላተስማማችሁ '2'ን እና እንዲሁም በሀሳቡ እጅግ በጣም ካልተስማማችሁ '1'ን በመምረጥ ሳጥኑ ውስጥ የ "X" ምልክት በማድረግ መጠይቁን እንድትሞሉ በአክብሮት እጠይቃለሁ።

ተ.ቁ.	የተቀመጡ ሀሳቦች	1	2	3	4	5
	በክፍል ውስጥ የእንግሊዝኛ ዜማዎችን በማዳመጥ የማዳመጥ ክህሎትን መማር ያለው ጠቀሜታ					
1.	የተለያዩ የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ ማዳመጥ አዳምጦ የመረዳት ክህሎትን አሻሽሎልኛል።					
2.	የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ ካዳመጥኩ በሁዋላ አዳምጦ የመረዳት ክህሎትን አሻሽያለሁ።					
3.	የእንግሊዝኛ ዜማዎችን በማዳመጥ ተጨማሪ ቃላትን፣ አ-መደቦችንና ፈ.ሊ.ጣዊ አባባሎችን ቅፅበታዊ በሆነ መንገድ መማር ችያለሁ።					
4.	በክፍል ውስጥ የእንግሊዝኛ ዜማዎችን በማዳመጥ ተጨማሪ የወጭ ሀገር ባህሎችን ለመማር ችያለሁ።					
5.	የእንግሊዝኛ ዜማዎችን እያዳመጥኩ መማሪያ የእንግሊዝኛ ትምህርት የማዳመጥ ክፍለ-ትምህርት ጊዜያዊ አዘናኛና ሳቢ አድርጎልኛል።					
6.	የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ ማዳመጥ የዕለት ከዕለት የቋንቋ አጠቃቀምን እንድረዳ አግዘኛል።					
7.	የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ ማዳመጥ የእንግሊዝኛ ትምህርትን የማዳመጥ ክህሎት ደስ ብሎኝ እንድማር አስችሎኛል።					
8.	የእንግሊዝኛ ዜማዎችን በክፍል ውስጥ ማዳመጥ የእንግሊዝኛ ትምህርትን የማዳመጥ ክህሎት ስማር ዘና ብዬ እንድማር የሚያስችል ስሜት ፈጥሮልኛል።					
9.	የማዳመጥ ክህሎትን በእንግሊዝኛ ዜማዎች ታግገፎ በመማሪያ በጣም ደስተኛ ነኝ።					
10.	የማዳመጥ ክህሎትን በእንግሊዝኛ ዜማዎች እገዛ የመማር ፍላጎቴ ከፍተኛ ያለ ነበር።					

የማዳመጥ ክህልን በእንግሊዝኛ ዜማዎች እገዛ በመማር ሂደት ሊያጋጥሙ የሚችሉ ውስንነቶች						
11.	አዳምጦ የመረዳት ክህልን በክፍል ውስጥ በእንግሊዝኛ ዜማዎች እገዛ መማር የጊዜ ብክነትን የስከትላል።					
12.	አዳምጦ የመረዳት ክህልን በክፍል ውስጥ በእንግሊዝኛ ዜማዎች እገዛ መማር የምፈልገውን ያህል ፍላጎቴን ሊያሟላልኝ አልቻለም።					
የማዳመጥ ክህልን በእንግሊዝኛ ዜማዎች እገዛ ስለመማር የተሰጡ ምክረ ሀሳቦች						
13.	የማዳመጥ ክህልን በእንግሊዝኛ ዜማዎች ታግዞ ለመማር በሳምንት ከአንድ ሰዓት በላይ መሰጠት አለበት።					
14.	የማዳመጥ ክህልን በእንግሊዝኛ ዜማዎች ለመማር የእንግሊዝኛ ዜማዎችን ከተማሪዎች ይልቅ አስተማሪው በመርጣቸው ሂደቱ ውጤታማ ይሆናል።					

Appendix VII: Students' pre-test and post-test results

Experimental (Musical) Group					Controlled (Non-musical) Group				
No.	Sex	Pre-test Result	Post-test Result	Difference	No.	Sex	Pre-test Result	Post-test Result	Difference
1.	F	14	13	-1	1.	M	8	10	+2
2.	M	5	10	+5	2.	F	7	8	+1
3.	M	10	14	+4	3.	F	8	10	+2
4.	F	9	10	+1	4.	F	7	8	+1
5.	M	9	11	+2	5.	F	8	10	+2
6.	F	11	9	-2	6.	F	9	8	-1
7.	F	11	5	-6	7.	M	9	10	+1
8.	M	7	11	+4	8.	M	11	9	-2
9.	M	7	6	-1	9.	F	9	8	-1
10.	M	8	8	0	10.	M	6	7	+1
11.	M	9	11	+2	11.	M	6	8	+2
12.	F	9	12	+3	12.	F	12	7	-5
13.	F	6	8	+2	13.	F	5	7	+2
14.	M	4	7	+3	14.	F	8	7	+1
15.	M	17	19	+2	15.	F	9	9	0
16.	M	7	9	+2	16.	F	4	11	+7
17.	M	15	15	0	17.	F	8	10	+2
18.	F	10	11	+1	18.	M	5	5	0
19.	M	10	14	+4	19.	F	11	10	-1
20.	M	7	7	0	20.	M	5	9	+4
21.	M	7	10	+3	21.	M	11	11	0
22.	M	14	9	-5	22.	M	10	5	-5
23.	F	6	7	+1	23.	F	11	6	-5
24.	M	8	9	+1	24.	F	10	12	+2
25.	M	4	7	+3	25.	F	4	10	+6
26.	M	5	9	+4	26.	M	6	5	-1

27.	F	10	6	-4	27.	M	6	6	0
28.	F	8	10	+2	28.	M	9	10	+1
29.	F	4	11	+7	29.	M	10	10	0
30.	F	7	10	+3	30.	M	4	6	+2
31.	F	9	11	+2	31.	M	8	9	+1
32.	M	3	9	+6	32.	F	8	7	+1
33.	F	3	10	+7	33.	F	11	7	-4
34.	F	7	11	+4	34.	M	8	9	+1
35.	M	6	6	0	35.	F	5	9	+4
36.	F	8	11	+3	36.	M	10	11	+1
37.	F	14	13	-1	37.	M	9	10	+1
38.	M	8	14	+6	38.	F	9	11	+2
39.	M	13	12	-1	39.	F	6	7	+1
40.	F	12	13	+1	40.	F	12	4	-8
41.	F	11	12	+1	41.	F	9	7	-2
42.	F	11	12	+1	42.	F	5	6	+1
43.	F	14	14	0	43.	F	9	8	-1
44.	F	12	14	+2	44.	M	9	9	0
45.	M	10	12	+2	45.	M	12	11	-1
46.	M	11	14	+3	46.	M	7	8	+1
47.	F	9	14	+5	47.	F	9	11	+2
48.	F	9	10	+1	48.	F	9	9	0
49.	F	7	12	+5	49.	M	11	10	-1
50.	F	10	12	+2	50.	M	9	7	-2
51.	F	9	11	+2	51.	F	11	11	0
52.	F	6	13	+7	52.	F	9	6	-3
53.	M	11	8	-3	53.	F	11	12	+1
54.	F	6	9	+3	54.	F	5	9	+4
55.	F	6	8	+2	55.	M	8	9	+1
56.	F	6	8	+2	56.	F	5	8	+3

57.	-	-	-	-	57.	F	11	12	+1
58.	-	-	-	-	58.	M	9	8	-1
59.	-	-	-	-	59.	M	8	10	+2

Appendix IX: An Informal Letter of Consent with Teachers

Date _____

To: _____

Dear my colleague, I, the researcher, would like to conduct a research entitled “The Effect of Listening to English Songs on Grade 9 Students’ Listening Comprehension and their Attitudes towards Learning to Listen through English Songs” as a requirement for the degree of master of arts in Teaching English as a Foreign Language (TEFL). So, I would like to appreciate if you are volunteer and kind to allow me to conduct my research in one of your regular grade nine sections.

I would like to thank you in advance!

Name of the researcher _____

Signature _____

Date _____

Appendix X: ለወላጆች የተፃፈ ደብዳቤ

ቀን _____

ለአቶ/ወ/ሮ _____

በቅድሚያ የማክበር ስላምታየን እያቀረብኩ እኔ መ/ር _____

የተባልኩ የቲ.ሊ.ሊ. 2ኛ/ ደ/ እና ከፍ/ት/መሠ/ት/ቤት የእንግሊዝኛ ትምህርት አስተማሪ ስሆን በተማሪዎች የማዳመጥ ክህል ዙሪያ ጥናትና ምርምር ልሰራ ስለፈለግሁ እና የእርስዎ ልጅ በጥናቱ ውስጥ የተካተተ/ች ስለሆነ/ች የእርስዎን መልካም ፍቃድ ስለፈለግሁ ፍቃድዎን እነዲገልፁልኝ በአክብሮት እጠይቃለሁ። ጥናትና ምርምሩ በልጅዎ ላይ ምንም አይነት ጫና እንደማያደርስበት/ባት ከወዲሁ ላረጋግጥልዎ እወዳለሁ።

የእርስዎ መልካም ፈቃድ በልጅዎ በኩል እንደሚደርሰኝ ተስፋ አደርጋለሁ!።

“ከስላምታ ጋር”

ስም _____

ፊርማ _____

ቀን _____

Appendix XI: Lesson plan format

Subject _____

Name of the school _____ Grade & section _____

Name of the teacher _____ Topic of the lesson _____

Specific objectives of the lesson:

- _____
- _____

Lesson stages	Teacher's activities	Students' activities	Assessment activities
Pre-listening stage			
While listening stage			
Post-listening stage			

Department head's name _____

Vice Director's Name _____

Sig. _____

Sig. _____

Date _____

Date _____

Appendix XII: A Questionnaire to Evaluate Songs



Bahir Dar University

Faculty of Humanities

Department Of English Language and Literature

Dear respondents, the purpose of this questionnaire is to evaluate the songs that are going to be used for grade 9 students for a research purpose (for the experimental group) at Tillili General Secondary & Higher Education Preparatory School. I would like you to read the lyrics of each song and listen to each song (the researcher gave you) to evaluate them based on the following questionnaire.

I would like to thank you for your kindly cooperation.

Personal information: Sex: M F Age: 25-35 36-45 46 and above

Qualification: First Degree Second Degree

Instruction: This questionnaire has seven statements including a five point Likert Scale. 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strongly disagree. Please put an 'X' in the box which you choose your point.

No.	Criteria	1	2	3	4	5
1.	The song contains limited number of vocabulary.					
2.	The song contains language compatible with the language used in the classroom.					
3.	The song presents a limited musical challenge.					
4.	The song's rhythm is straight forwarded and repetitive.					
5.	The song's topic is within the students' experience.					
6.	The song can be accompanied by actions whenever necessary.					
7.	The words of the song are highly repetitive and have a refrain or a repeated stanza between the verses of the song.					

Other comments and recommendation:

Appendix XIII: Time-Schedule

No.	Activities	Date	Time	Remark
1.	Pilot testing the pre-test	18/06/2011 E.C	2:00-3:00	
2.	Administering the pre-test	25/06/2011 E.C	8:00-9:00	
3.	Song-1: "We are a family"	02/07/2011 E.C	2:00-3:00	
4.	Song-2: "We are the world"	09/07/2011 E.C	8:00-9:00	
5.	Song-3: "Let me talk to you"	16/07/2011 E.C	2:00-3:00	
6.	Song-4: "We are one"	23/07/2011 E.C	8:00-9:00	
7.	Song-5: "We are so proud of our school"	07/08/2011 E.C	2:00-3:00	
8.	Song-6: "Prisoner lyrics"	14/08/2011 E.C	8:00-9:00	
9.	Song-7: "A thousand years lyrics"	21/08/2011 E.C	2:00-3:00	
10.	Song-8: " I have got you babe"	28/08/2011 E.C	8:00-9:00	
11.	Pilot testing the post-test	05/09/2011 E.C	2:00-3:00	
12.	Administering the post-test	12/09/2011 E.C	8:00-9:00	
13.	Pilot testing the questionnaire	19/09/2011 E.C	2:00-3:00	
14.	Collecting data from the experimental group by the questionnaire	10/10/2011 E.C	8:00-9:00	