

وزارة التعليم

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

UNIVERSITE MOULOUD MAMMERI TIZI-OUZOU

تيزي وزو

FACULTE DES LETTRES ET DES LANGUES

كلية الآداب

DEPARTEMENT D'ANGLAIS



Domaine : Lettres et Langues Etrangères

Filière : Langue Anglaise

Spécialité : Langage et Communication

**Dissertation Submitted in Partial Fulfillment of the Requirements
for the Degree of Master in English**

Title:

***Students and Teachers' Attitudes towards Using English Songs to
Develop the Listening Skill in the Advanced Learners' EFL
Classroom
The Case of Third Year Students at MMUTO***

Presented by:

Ms. TIBERRANINE Sabah

Ms. YAHIAOUI Naima

Supervised by:

Dr. AMEZIANE Hamid

Board of Examiners:

Chair: Mrs AMMOUR Kamila, MAA, Department of English, Mouloud Mammeri University of Tizi Ouzou

Supervisor: Dr AMEZIANE Hamid, MCA, Department of English, Mouloud Mammeri University of Tizi Ouzou

Examiner: Mrs ADEM Karima, MAA, Department of English, Mouloud Mammeri University of Tizi Ouzou

Academic Year: 2015/2016

D'Ordre :

De série :

Laboratoire de domiciliation du master : Etude des Langues et Cultures Etrangères

Dedications

To my dear father AMMAR AKLI (in memory) who loved me the most in the world. Relax in peace.

To my beloved mother ZEHOUR who never hesitates to sacrifice for us.

To my uncle BOURAHLA BRAHIM.

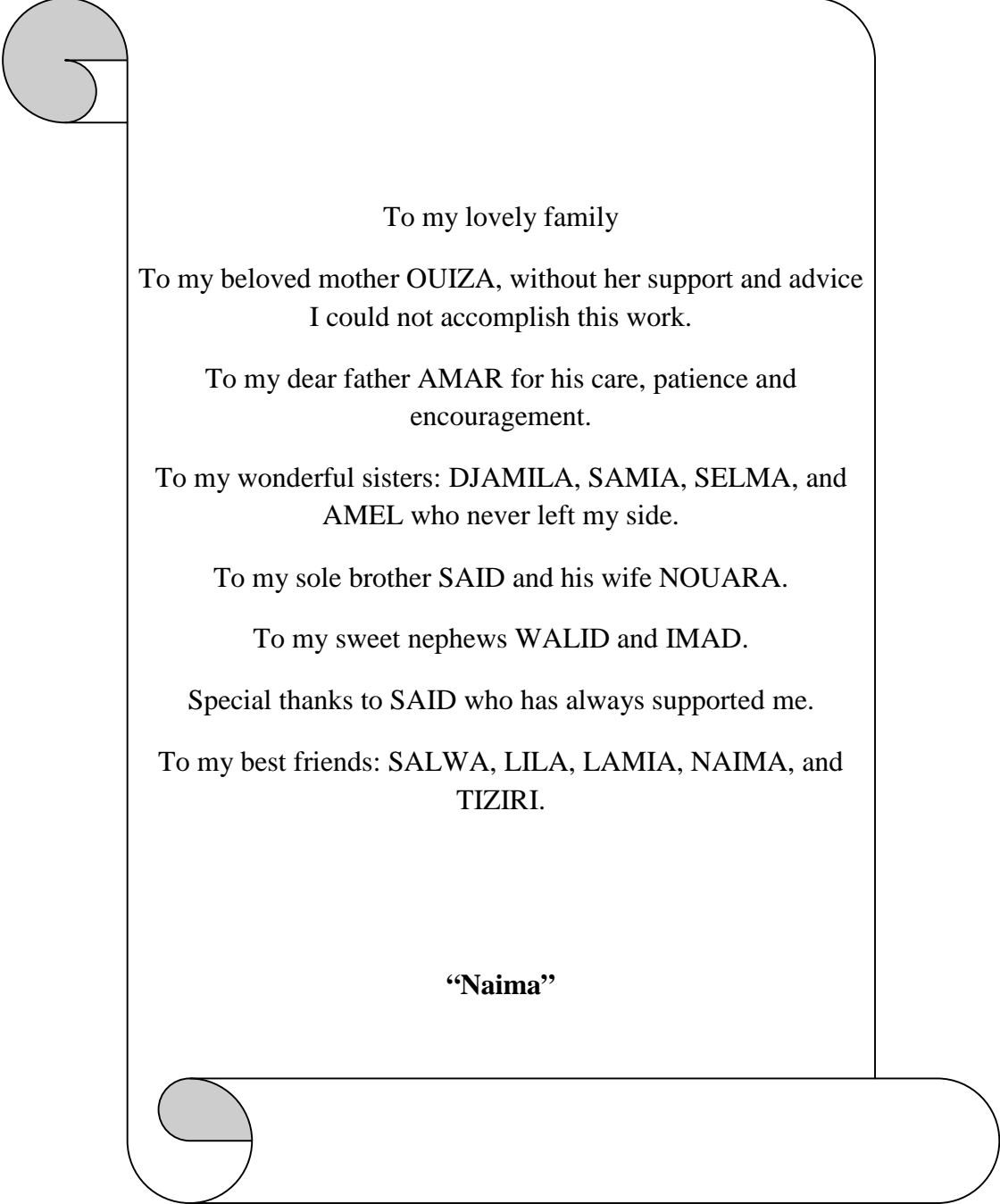
To my sisters ROSA, DJAMILA and my brother FARID.

To my cousins: AKERMOUN ZAKIA, DJIDJI and GHANIA.

To my sweet little angles: REBECCA, THIZIRI, MOHAMED, SAMY, JONAS, AYLINE, THANINA, and AMAYESS.

To my best friends: DJIDJI, KAISSA, FATMA, NAWEL, YAMINA, and FARIZA.

“SABAH”



To my lovely family

To my beloved mother OUIZA, without her support and advice
I could not accomplish this work.

To my dear father AMAR for his care, patience and
encouragement.

To my wonderful sisters: DJAMILA, SAMIA, SELMA, and
AMEL who never left my side.

To my sole brother SAID and his wife NOUARA.

To my sweet nephews WALID and IMAD.

Special thanks to SAID who has always supported me.

To my best friends: SALWA, LILA, LAMIA, NAIMA, and
TIZIRI.

“Naima”

Acknowledgments

We would like to express our sincere gratefulness to our supervisor, Dr. AMEZIANE Hamid for his help, guidance and valuable suggestions.

We also would like to thank Mr. HAMI Hamid and Mr. AOUINE Akli for their insightful guidance. They have been always ready to give us advice and criticism. Thank you for your help along the year.

Our deepest gratitude and heartfelt appreciation go to Mrs. AMMOUR Kamila for her kindness, generosity and encouragement. Thank you for your understanding.

We are also thankful to the teachers of our department who kindly accepted to answer the questions of the interview that we have conducted.

We are very grateful to the board of examiners who have accepted to read and evaluate the present dissertation.

Abstract

The present study seeks to investigate students and teachers' attitudes towards the effectiveness of English songs in developing the listening skill. It attempts to determine whether third year students and teachers of the Department of English at Mouloud Mammeri University of Tizi Ouzou are interested in the use of songs for the sake of improving listening comprehension. This study is based on the Input and Affective Filter Hypotheses proposed by Krashen in 1981 and using the Mixed Methods Research. In fact, it combines the students' questionnaire and the teachers' interview in order to collect the intended data. We have adopted Statistical Package for the Social Sciences and Discourse Analysis in order to analyze the data. On the basis of the outcomes of the investigation, it is revealed that third year students have positive attitudes towards using English songs to enhance their listening abilities. The implementation of songs in the classroom is approved by teachers of listening as a strategy to develop the students' listening skill.

Key words: English songs, listening, acquisition, comprehensible input, affective factors.

List of Abbreviations

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FLL: Foreign Language Learning

L 1: Mother Tongue

NNS: Non-Native Speaker

Q: Question

DA: Discourse Analysis

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

TL: Target Language

List of Tables

Table 1: Students' Frequency of Listening to English Songs outside the Classroom.....	29
Table 2: English Songs as a Source of Comprehensible Input.....	32
Table 3: Students' Strategies to Overcome their Listening Difficulties.....	36

List of Diagrams

Diagram 1: Students' Views towards English Songs.....	30
Diagram 2: Atmosphere Created by Songs inside the Classroom.....	30
Diagram 3: Role of Songs in the Acquisition of a Foreign Language.....	31
Diagram 4: Students' most Difficult Skill.....	32
Diagram 5: Students' Views towards Listening.....	33
Diagram 6: Students' Understanding of the Teacher's Speech.....	33
Diagram 7: Amount of Time Devoted to the Listening Subject.....	34
Diagram 8: Degree of Students' Comprehension of English Songs.....	34
Diagram 9: Students' Listening Difficulties.....	35
Diagram 10: Effect of Songs on the Students' Listening Comprehension Improvement.....	36
Diagram 11: Impact of Music on the Students' Speaking Skill Development.....	37

Contents

Acknowledgments.....	i
Abstract.....	ii
List of Abbreviations.....	iii
List of Tables.....	iv
List of Diagrams.....	v

❖ General Introduction

Statement of the Problem.....	1
Aim and Significance of the Study.....	3
Research Questions and Hypotheses.....	3
Research Techniques and Methodology.....	4
Structure of the Dissertation.....	5

Chapter 1: Review of the Literature

Introduction.....	6
-------------------	---

Section One: Attitudes towards Songs as a Pedagogical Tool

1. Attitudes.....	6
2. Authentic Materials.....	7
3. Audio-Aids.....	7
4. Songs as a Means of Teaching.....	8
5. Benefits of Songs.....	8

6. The Role of Songs in Developing the Listening Skill.....	10
---	----

Section Two: The Listening Skill

1. Definition of Listening.....	10
2. Active Listening.....	11
3. Listening Processes.....	11
3.1.Bottom-Up Process.....	12
3.2.Top-Down Process.....	12
4. The Importance of Listening.....	13
5. EFL Learners' Listening Difficulties.....	14
5.1.Lack of Control over the Speed of the Speaker's Speech.....	14
5.2.Inability to Get Things Repeated.....	14
5.3.The Listener's Limited Vocabulary.....	15
5.4.Failure to Recognize Signals.....	15
5.5.Problems of Interpretation.....	15
5.6.Inability to Concentrate.....	16
5.7.Establishing Learning Habits.....	16
5.8.Problems Related to the English Language Pronunciation.....	16
6. Listening Strategies.....	17
6.1.Listening for Gist.....	17
6.2.Listening for the Main Ideas.....	18
6.3.Listening for Specific Information.....	18
7. Theoretical Framework about Language Acquisition.....	19
7.1.The Input Hypothesis.....	19
7.1.1. Acquisition.....	20
7.1.2. Comprehensible Input.....	20

7.2.The Affective Filter Hypothesis.....	21
7.3.Communicative Language Teaching.....	22
Conclusion.....	22

Chapter 2: Research Design

Introduction.....	24
1. Research Methods.....	24
2. Context of the Study and Sample Population.....	25
3. Procedures of Data Collection.....	25
3.1.The Questionnaire.....	25
3.1.1. The Students' Questionnaire.....	26
3.2.The Interview.....	26
4. Procedures of Data Analysis.....	27
4.1.Statistical Package for Social Sciences.....	27
4.2.Discourse Analysis.....	27
Conclusion.....	28

Chapter 3: Presentation of the Findings

Introduction.....	29
I. Presentation of the Questionnaire Results.....	29
II. Presentation of the Results of the Interview.....	37
Conclusion.....	42

Chapter 4: Discussion of the Findings

Introduction.....	43
1. Students and Teachers' Attitudes towards English Songs.....	43
1.1.Listening to Songs and Developing the Listening Skill.....	45
1.2.The Effect of Songs on the Classroom Atmosphere.....	48
2. Listening Actively to Songs for Effective Learning.....	50
2.1.The Role of Comprehensible Input in Language Learning.....	52
2.2.Students' Listening Difficulties and Strategies Used to Deal with those Problems....	53
Conclusion.....	56
❖ General Conclusion	57
❖ Bibliography	60
❖ Appendices	70

General Introduction

Statement of the Problem

Communication is meant to be the primary function of language. As a result to the failure of the old methods to make learners use the target language (TL) for communicative purposes, language teaching and learning have been seen from a different angle. The emphasis of the traditional methods has been on teaching vocabulary, grammatical structures and a correct pronunciation of the foreign language (FL). However, after the spread of the principles of Communicative Language Teaching (CLT), the communicative skills such as listening have been given more attention in foreign language teaching and learning. Moreover, the focus has shifted to teaching and learning competencies that prepare EFL learners to use the English language in various situations that differ from those in which they were learned. Though the four language skills are necessary in Second Language Acquisition (SLA), the listening skill is the most dominant one as demonstrated in a work done by Rankin (1926). Researchers such as Hunsker, 1990; Linebarger, 2001; Morris and Leavey, 2006, drew attention to the important role played by the listening skill in the growth of human learning. The starting point for learning a new language is listening to it and decoding its elements in order to grasp the speaker's intended meaning. Students of the English language need to develop their listening abilities so that they can use this foreign language successfully for communication in any context. This means that being able to understand and deal with English native speakers is a proof of a high proficiency and mastery of this language, which, can lead to effective communication.

In a world where English is an international language, students are very motivated to learn it and enhance their listening skill than any other time. Also, they are conscious that learning English and improving their listening abilities necessitate exposure to the authentic

use of language in real situations. Listening to English songs is one instance of authentic listening materials that helps the learners to get more information about the language (Ross, 2006) and enriches their knowledge and abilities in it. That is, learners are provided with new vocabulary and idioms that are used by native speakers of the English language; simply, by listening to songs. In addition, authentic music presents the different dialects and pronunciations of the target language (Failoni, 1993; Miché, 2002) that a student of English as a second or a foreign language may face in various contexts. The natural language employed in songs plays a crucial role in the process of learning as it gives the learners an idea about the informal side of the English language which is practiced in daily conversations since in the classroom they are taught formal English which is used for academic purposes. Another important thing to mention is that songs are a source of pleasure and relaxation which reduces students' stress and tension, on the one hand, and triggers their motivation to learn, on the other hand.

Given that English has the status of a foreign language in Algeria, sufficient aural input is not available to students except from the new technologies. One strategy that teachers use in language laboratories, as well as motivated students utilize in order to improve their listening skill, is listening to English songs. Besides, songs help students to become more familiar with native speakers' pronunciation. In more precise terms, they increase learners' awareness and recognition of the rhythm, assimilation and weak forms of vowels, for instance, which characterizes the English language.

Various studies have explored the field of listening and the way to improve this skill through listening to English songs. Many researchers have conducted investigations about the relevance of songs to develop beginners' listening abilities in the classroom. For instance, a research has been done by Horn in 2007 at the University of South Africa that aims at exploring the use of activities which involve music and movement to develop young learners'

listening and concentration. Another work done by Mejía and Guamán in 2013 at Cuenca University, Spain, introduces the effectiveness of songs to improve teenagers' listening skill in the classroom. Likewise, Wang analyzed the listening problems faced by ESL college students and the techniques to be adopted for implementing songs to teach listening in ESL classrooms at Wisconsin-Platteville University, China in 2013.

Yet, the researches that have been done in this area have not studied the use of English songs by advanced learners as a pedagogical tool to acquire and enhance their listening skill. Our study is concerned with investigating the usefulness of English songs in the development of students' listening skill in the Department of English at Mouloud Mammeri University of Tizi Ouzou. Through this research, we try to find out whether students and teachers have positive attitudes towards using English songs to enhance EFL learners' listening abilities, or they think that listening to songs is not an effective strategy to be adopted, but just something that brings pleasure.

Aim and Significance of the Study

Our research aims at determining whether the students and teachers find English songs a useful teaching resource to be implemented in the classroom in order to develop the learners' listening skill. In more precise terms, the main objective of this dissertation is to find out whether or not the students and teachers have positive attitudes towards using English songs as a means of teaching listening and improving students' abilities in this skill.

This inquiry is; mainly, based on the "*Input Hypothesis*" and the "*Affective Filter Hypothesis*" proposed by Stephen Krashen in 1981.

Research Questions and Hypotheses

The interest on studying students and teachers' views about the efficiency of listening to English songs in enhancing EFL learners' listening skill requires putting forward the following questions:

- 1- What are students' attitudes towards using English songs as a strategy for developing their listening skill?
- 2- What are teachers' attitudes towards employing English songs in the classroom for improving the students' listening skill?

As an attempt to answer the research questions, the following hypotheses are advanced:

H1: Students have positive attitudes towards using English songs to develop their listening skill.

H2: Teachers have positive attitudes towards implementing English songs in the classroom as a means of teaching listening and improving students' listening abilities.

Research Techniques and Methodology

The Mixed Methods Research is adopted in conducting this investigation. That is, both quantitative and qualitative methods are used for data collection and data analysis. Concerning data collection, we have used two research tools. They refer to a questionnaire which is administered to a randomly selected group of third year students and an interview conducted with three teachers of listening in the Department of English at MMUTO. The questionnaire aims at gathering quantitative and qualitative data from our participants to be analyzed. In data analysis, the quantitative method has served us in analyzing the numerical data whereas the qualitative method is used for explaining and interpreting the collected data. The questionnaire is addressed to students in order to investigate their opinions about the importance of the listening skill in learning English as a foreign language and whether they find listening to English songs an effective strategy to improve their abilities in this skill. As for the teachers' interview, it investigates their views about the role of listening to English songs in ameliorating the students' listening skill in the classroom. The results of data analysis are presented and shown in tables, pie charts and histograms.

Structure of the Dissertation

In terms of structure, this dissertation follows the traditional complex model. It comprises: a general introduction, four main chapters and a general conclusion.

In the general introduction, the importance and value of our study are explained. Then, it is followed by the “Review of the Literature” which is divided into two main sections. The first section is concerned with the notion of attitudes and reviewing songs, their importance and role as an authentic material in foreign language teaching and learning. In the second section, we have dealt with the listening skill. First, we have selected some definitions about it and presented its processes and importance. Besides, the listening strategies are included in addition to the most frequent difficulties faced by EFL learners with highlighting the theoretical framework which is the basis of our research. The following chapter is entitled “Research Design”. It consists of a presentation of the tools used for data collection and procedures of data analysis. The third chapter named “Presentation of the Findings” shows the results of the investigation we have conducted. As for the fourth chapter called “Discussion of the Findings”, we have discussed the findings and results of our study in order to prove or invalidate the hypotheses we have suggested. Finally, we summarize the results of our research in a general conclusion in which some further research topics are proposed.

Review of the Literature

Introduction

This chapter is concerned with the literature review related to the subject matter of our research. It is divided into two main sections. In the first section, we have investigated attitudes towards the use of songs as an authentic material in language teaching and learning. We have defined “attitudes”, the notion of “authentic materials” and shed light on songs as a means of teaching and learning language. As for the second section, we have dealt with the listening skill. In more precise terms, this section is composed of different definitions of “listening”, active listening, its processes, importance, difficulties, and strategies. Then, we have explained Krashens’ (1981) theory of Second Language Acquisition; specifically, the Input Hypothesis and the Affective Filter Hypothesis. Communicative Language Teaching is included since it is an approach that stresses the use of authentic materials in the classroom.

Section One: Attitudes towards Songs as a Pedagogical Tool

1. Attitudes

Albarrancin, et al. (2003: 4) state that an attitude is “*a psychological tendency to view a particular object or behaviour with a degree of favour or disfavor*”. This means that attitudes are generally related to the way people think about something. They are also influenced by positive or negative emotions concerning a specific object. In the context of language teaching and learning, attitudes can be defined from a different perspective. According to Longman Dictionary of Applied Linguistics and Language Teaching (2002:297)

The attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language learning.

That is to say, language attitudes are opinions, ideas and personal beliefs about language in general, their languages or other languages. People may form a process of reactions towards a particular language in the form of positive or negative emotions. Hence, attitudes affect the way of learning second or foreign language. As we know, language is the primary means of communication and a source of conveying information. Thus, language attitudes have a great impact on the learning process.

2. Authentic Materials

Authentic materials are one of the most important tools in language learning because they serve as an effective aid to motivate students. The concept of authentic materials has emerged thanks to the Communicative Language Teaching. Authentic materials are defined in different ways. According to Bacon and Finne mann (1990: 469), authentic materials are “*texts produced for native speakers of the target language*”. Longman Dictionary of Applied Linguistics (1985: 22) describes them as “*Texts which are taken from newspapers, magazines, etc, and tapes of natural speech taken from the ordinary radio or television programmes, etc*”. Thus, authentic materials are designed specifically for native speakers to fulfill effective communication but not for pedagogical purposes. Rodgers and Medley (1988) argue that authentic materials, which could be oral or written, provide the original language and correct forms appropriately in relation to the context.

3. Audio-Aids

Audio-aids are equipments that are directly connected to the ear through which ideas and thoughts are communicated to the mind. These materials include spoken words, recognizable sound, songs and music (Park, 1999). In the context of language teaching and learning a foreign language, audio-aids are deemed to be a beneficial tool in EFL classrooms to expose students to native speakers’ pronunciation as well as motivate them to practice the target language. Harmer (2007) argues that, “*teachers use audio materials on tape, CD or*

hard disk when they want their students to practice listening skill” (cited in Merdas, 2015: 8). That is, the teacher makes use of audio materials to provide the learners with practice to develop their listening abilities. Indeed, audio cassettes, tape recorders, radio, music/ songs are examples of audio-aids.

4. Songs as a Means of Teaching

Songs are poems written to be sung with musical instruments aiming at expressing feelings or conveying particular messages. They could be listened to anywhere and at any time. In the educational setting, it is possible to use songs as an authentic material to teach English for EFL learners because *“using songs can prepare students for the genuine language they will be faced with”* (Schoepp, 2001 cited in Borland, 2015: 24). That is, they give learners the chance to be exposed to the language of everyday life since, in the classroom; they are often taught academic English. Teachers can employ songs as a teaching resource during listening activities. Jiang (2004) implemented songs while teaching listening for affective and linguistic reasons. In more precise terms, songs create an enjoyable atmosphere inside the classroom which makes the students more relaxed and motivated to learn on one hand. On the other hand, they are useful for introducing the language components and all the aspects of pronunciation. In this regard, Chunxuan (2009) argues that *“songs serve as a medium through which these [phonetic] rules can be made concrete and accessible”* (cited in Borland, 2015: 27). Hence, teachers can make use of songs as an instructional tool which helps the students to learn the target language in a pleasant atmosphere.

5. Benefits of Songs

Songs have the power to affect people’s mood. As it is argued by Griffiee (1995: 4), *“No one knows why songs are powerful, but everyone knows from a personal point of view they are”*. In the process of language learning, listening to songs plays a significant role. According to Failoni (1993: 98), *“Practically, all grammar points can be found in music*

texts, and the texts also offer a wide variety of vocabulary, all of which can be utilized to practice the four communication skills". That is, through listening to songs, people are provided with a rich package of vocabulary and grammatical structures necessary to be used in different contexts such as everyday interaction. Similarly, Mishé (2002: 151) claims, "*In fact, songs can be one of the best vehicles for vocabulary development and language acquisition*". In other words, songs can be considered as the key element in acquiring new vocabulary and promoting learning. Besides, Failoni (1993) suggests that, in addition to reinforcing communication skills, music is a means for presenting the culture of the foreign language. Medina (2002a: 1) asserts that

[...] the literature abounds with the positive statements regarding the efficacy of music as a vehicle for first and second language acquisition. It has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening.

In the educational setting, rules, vocabulary, culture and all what helps developing students' language skills could be introduced through a song to make learning more effective and successful. Additionally, "*The struggling student may find communication skills easier when linked to music, since many people often remember rhyme, rhythm, or melody better than ordinary speech*" (Failoni, 1993: 98). So, songs may also facilitate language learning for students as their elements help them memorize and recall information. Another advantage of using songs in the classroom is that they motivate students and make them enjoy learning everything about the foreign language. Moreover, songs have the ability to maintain a pleasant atmosphere for language learners. Teachers should implement songs in EFL classrooms in order to change the routine and develop the four language skills. It is then, "*a break from classroom routine, and learning through songs develop a non- threatening classroom atmosphere in which the four skills can be enhanced*" (Booner, 2009: 1). The most important advantage that songs have is that they make learning more enjoyable and free from stress and anxiety. As emphasized by Devereux (1969), "*reduction of anxiety and boredom*

related to work routines are also direct results of music enjoyment” (cited in Fonseca-Mora et al., 2011).

6. The Role of Songs in Developing the Listening Skill

Songs are often used just for fun and pleasure but they serve as a valuable source for making learning more enjoyable. English songs are thought to be a suitable technique to stimulate the students’ listening skill. In fact, pronunciation can be strengthened through music when songs are being played by native speakers. Moreover, they develop students’ phonetic skills that seem to be effective for the enhancement of the listening ability. At this point, Leith (1979) asserts *“there is probably not a better nor a quicker way to teach phonetics than with songs”* (cited in Salcedo, 2002: 66). The input of authentic music provides different pronunciation and various dialects of the target language (Failoni 1993, Miché 2002). In fact, teachers should initiate lessons by providing students with taped materials such as songs to help them to become good listeners. They are an effective aid to get information about vocabulary, grammar and even pronunciation, rhythm, intonation, pitch and stress (Harmer, 1991).

Section Two: The Listening Skill

1. Definition of Listening

Long ago, the listening skill was neglected as the emphasis was on grammar and reading. It was regarded as being *“a passive process, in which our ears were receivers into which information was poured...”* (Schmitt, 2002: 193). Moreover, the neglect of listening was the result of the belief that it is a passive skill which the learners can develop through exposure and extensive listening to the target language (Call, 1985).

According to Underwood (1989b: 1), listening is the *“activity of paying attention to and trying to get the meaning from something we hear”*. In other words, listening involves decoding the sounds heard and understanding the speaker’s main idea. Besides, Oxford

(1993) argues that listening is a complex problem solving skill which is not limited to perception of sounds only but grasping the meaning of the words and sentences heard as well. Furthermore, Steinberg (2007: 75) asserts that “*listening, like all acts of perception, is a dynamic, active process involving the communicator and the recipient*”. That is, the main focus of the listener is to comprehend what the speaker tries to convey and then, giving a suitable response in order to establish a successful communication.

2. Active Listening

The concept of listening as an active process started with the work of the psychologist Carl Rogers (Robertson, 2005). Active listening requires being attentive to get the information given by an individual or a group of people. Rogers (1980) argues that “*Attentive listening means giving one’s total and undivided attention to the other person*” (cited in Robertson, 2005: 1053). This means that listeners have to be aware and concentrate on the speaker’s language in order to be actively engaged in the discussion. Additionally, Andrade (2006: 3) declares that

Active listening is the act of having the listener take part in the communication process. The listener focuses his/ her attention on what the speaker is saying to confirm understanding. It is necessary that while listening the listener has an engaged attitude, that is, he/ she has to involve him/ herself in communication to assure the speaker that he/ she is attentive to what is said.

This reveals that active listeners aim at getting a full understanding of what is being said and showing interest and attention to the speaker in order to achieve effective communication. Education is one discipline in which active listening plays a significant role (Weissglass, 1990). Students should be actively involved in the classroom during listening sessions. Moreover, as an attempt to understand the meaning, learners have to be careful to the pronunciation, grammar and the words they hear (Howatt and Dakin, 1974).

3. Listening Processes

Listening comprehension involves the integration of two cognitive processes; namely, bottom-up and top-down processes.

3.1. Bottom-Up Process

It is the process in which the listener's focus is on decoding sounds, words, clauses, and sentences of a text in a linear way to extract the meaning (Rost, 2002). Likewise, Batova (2013: 3) claims that "*bottom-up processing would involve decoding based on the segmenting of the individual words out of the stream of speech*". That is to say, the listener analyzes the speaker's language starting from its smallest units to complete texts in order to understand what is heard. In addition, Richards and Renandya (2002: 239) suggest

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

Hence; relying on the above-mentioned quotation, bottom-up process refers to deducing meaning by linking the individual parts and considering the specific elements; such as words, phrases and structures, which form the whole text. This technique permits the learner to construct meaning by making linkages between the particular components that build up the passage.

3.2. Top-Down Process

While bottom-up processing includes comprehending a speech through dividing it into individual units, top-down processing consists of the listeners' use of the context and what they already know to decode the message. This is referred to by Ellis (2003: 45) as "*schemata and contextual knowledge*".

Morley (2001: 74) defines this cognitive process as being *“the listener’s ability to bring prior information to bear on the task of understanding the ‘heard’ language”*. That is to say, it refers to decoding the messages of the aural input with the help of the listener’s experiences and knowledge of the world. Further, the more the topic is familiar, the easier for learners to grasp the meaning and anticipate the next action (Wilson, 2008). Said differently, top-down process is the use of background knowledge to elicit meaning from the speaker’s words. Additionally, Richards and Renandya (2002: 239) claim that *“in this reconstruction process, the listener uses prior knowledge of the context and situation within which the listener takes place to make sense of what he or she hears”*. Accordingly, the general knowledge and previous information that the listener has about the topic help them to understand the speaker’s language.

In short, this strategy consists of grasping the meaning of the speaker’s whole message instead of focusing on specific details.

Bottom-up and top-down processes are complementary. Peterson (2001: 89) argues that *“in proficient listeners, top-down and bottom-up processes interact, so that lack of information at one level can be compensated for by checking against information at the other level”*. In other words, the learner makes use of both techniques in order to understand the message or the meaning that the speaker expresses and wants to convey.

4. The Importance of Listening

Learning a foreign language necessitates the mastery of its four skills which are listening, speaking, reading and writing. Listening is considered to be the most employed skill as it is crucial for developing learners’ communicative competence (Richards, 2008). Also, children listen first before learning to speak their mother language (L1) (Davies and Pearse, 2000). According to Rost (1993), the fact that listening is an active and interactive process makes the learner involved in learning rather than being a passive receiver of aural input. That

is, the learners have to interpret the speech they hear in order to decipher and extract its meaning. Additionally, Nation and Newton (2009) state that *“listening is the way of learning the language. It gives the learner information from which to build up the language necessary for using the language”* (cited in Soufi, 2013: 26). In more precise terms, the listening skill plays a significant role in learning a second or a foreign language since speaking a language is not possible without understanding the meaning of what is heard or listened to. Furthermore, listening may be the basis for the other language skills. Linse states that *“you need to hear a word before you can say it; you need to say a word before you can read it; you need to read a word before you can write it”* (Linse’s statement about the importance of listening from: <https://www.teachingenglish.org.uk/article/reading-young-learners>, accessed on 13 May 2016). Therefore, listening is momentous to develop the other skills as they are connected to each other. This connection makes the development of one skill dependent on the other starting from listening.

5. EFL Learners’ Listening Difficulties

The receptive skill – listening – is central to foreign language learning. In fact, *“listening is used far than any other single language skill in normal daily life”* (Morley, 2001: 70) whether in the classroom or in any other real life situation. But learners may face some problems during the listening process. These problems will negatively influence the task of learning. Underwood (1989a) classifies the causes of listening difficulties as follows:

5.1. Lack of Control over the Speed of the Speaker’s Speech

One obstacle that prevents learners from grasping the meaning of the message is the inability to control the speed of the speaker’s language. Underwood (1989a: 16) declares

Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that the listener cannot control how quickly a speaker speaks.

In addition, Buck (2001) asserts that comprehension becomes more difficult when the speaker talks too fast. In other words, the fact that learners cannot manage how rapidly the speaker speaks hardens the task of understanding.

5.2. Inability to Get Things Repeated

Learners do not understand all what they listen to. Moreover, they do not have the opportunity to get words repeated whenever they want. Indeed, only the teacher can decide about listening again to a paragraph or a recording during listening sessions in the classroom. This makes the learning process more complicated because it is *“hard for the teacher to judge whether or not the students have understood any particular section of what they have heard”* (Underwood, 1989a: 17). That is, it is not easy for teachers to detect the listening comprehension difficulties of their students.

5.3. The Listener’s Limited Vocabulary

As the vocabulary of the English language is rich, one meaning could be expressed using different terms. In many situations, listeners may encounter words that they do not know. Thus, they take time trying to decipher and grasp the meaning of the new word which results in missing the next information. So, students should listen to all the speech and attempt to understand the whole meaning according to the context instead of focusing on every single word (Underwood, 1989b).

5.4. Failure to Recognize the Signals

EFL learners may meet many challenges as they listen to native speakers’ talk whether through recordings in the classroom or daily life conversations. In addition to the previous mentioned problems, learners do not always pick out the different signals that are used to designate the speakers’ move from one idea to another, giving examples or expressing the same idea or thought differently. In formal situations, signals such as first, second and finally

could be easily recognized by the students but in natural conversations these signals are expressed through pauses, gestures, increased loudness, and intonation (Benmadani, 2013).

5.5. Problems of Interpretation

It is not enough to master the grammatical structures and have a rich package of vocabulary to interpret aural data appropriately. Learners' unfamiliarity with the context and culture of the target language may cause misunderstanding of what is listened to. Anderson and Lynch (1988: 35) argue that "*Gaps in our knowledge of L2 culture, of the association and reference available to native users, can present obstacles to comprehension*".

5.6. Inability to Concentrate

Many factors may affect students' listening comprehension. As they are dealing with a foreign language, they may lose concentration while listening to a recording because of its poor quality or the outside noises that disturb them (Underwood, 1989b). Besides, the complexity of the listening process which needs the learners to make efforts and be actively involved in this task, leads them to feel bored in spite of being interested in the topic and lose concentration.

5.7. Establishing Learning Habits

Students have the tendency to try to understand all what they hear. Also, teachers simplify and make their language as clear as possible through providing their students by clear pronunciation, repetition and speaking slowly for example. This makes students anxious whenever they do not understand a word or a phrase and feel that they are unsuccessful. So, students should admit that complete understanding of the speaker's speech is not possible and accept incompleteness (Underwood, 1989a).

In addition to the preceding problems, pronunciation is another factor that has an impact on students' listening comprehension. As EFL learners, students may encounter many

barriers while listening to the natural language of native speakers. These barriers are related to how words are articulated either in isolation or in connected speech.

5.8. Problems Related to the English Language Pronunciation

The most common difficulty that EFL listeners face when being exposed to the English language is its pronunciation, *“as pronunciation of English can cause students problems in recognition, and therefore in comprehension”* (Rixon, 1986: 38). One challenge that causes confusion to learners is that a word could have different pronunciations in English such as /t/ in the word “tutor”. Students may have the impression to hear “tudor” when it is pronounced by a native speaker. Also, a word may not be recognized when it is articulated even if learners know how it is written. This is due to the fact that words are not written and pronounced in the same way. Another important thing to mention is that words are uttered in connected speech and this could influence students’ recognition of single words. By the way of illustrations, the weak forms of vowels are one challenge that non-native speakers (NNSs) usually face. That is, stressed and unstressed vowels are pronounced differently. For instance, “to” is pronounced /tu:/ in isolation whereas in connected speech, it is pronounced /t /. Besides, a sound may change because of the sounds that come before and after it. This is called assimilation, “ten bikes” which may be pronounced /tem baikes/ in connected speech could be taken as an example. In addition, many learners’ listening problems are related to rhythm. In more precise terms, EFL listeners may not comprehend the meaning of a sentence when stressed and unstressed syllables do not occur regularly (Rixon, 1986).

6. Listening Strategies

Developing the listening skill requires some strategies to be adopted in order to help students extract the meaning of the spoken language or the provided text. Strategies are techniques or behaviors that facilitate the understanding of the listening passage. There are

three useful strategies to take into account while listening: listening for gist, listening for the main ideas, and listening for specific information.

6.1. Listening for Gist

It is a strategy of listening for global understanding which Richards and Schmidt (2003) define as “*listening in order to understand the general meaning of text without paying attention to specific details*” (cited in Medoukali, 2015: 16). Listening for gist is a way to help students understand the general idea of the text and it should be employed by the teacher to enable them get the intended meaning as well as develop their language proficiency. In addition, teachers may ask their students a set of questions about the main topic, the suitable title for a text and its purpose (Mewald et al., 2007). These broad questions are asked to check students understanding of the whole message or to see whether or not they comprehend the text well.

6.2. Listening for the Main Ideas

Listening for the sake of understanding the main ideas of the text is one of the most used strategies by both the teacher and the learner. In fact, teachers may ask their students some questions to make them extract the main ideas through providing them with listening situations. Brown (2006: 5) has shown listening situations as follows:

Women: we are going out to dinner after class. Do you want to come, too?

Man: Maybe. Where are you going?

Women: Pizza King.

Man: Pizza? I love Pizza.

In this situation, Brown (ibid) suggests two questions to help his students to figure out the main ideas which are: what’s the most important idea in this conversation? What is the main thing they are talking about? Such questions make students focus on the main information contained in the text so that they understand the general idea which is “dinner”.

6.3. Listening for Specific Information

Listening for specific information means that the listener has to pay attention to every detail in the presented text. At this level, the teacher acts as a guide to help the students to know how to catch the specific information either by repeating the listening text or by putting the emphasis on the most important pieces of information. Richard and Schmidt (2010: 344) argue that it refers to “*listening in order to understand the specific information contained in a text*”. Therefore, students need to select the required information of the listening passage.

7. Theoretical Framework about Language Acquisition

Developing the listening skill requires different means which may function as the foundation for language acquisition. In fact, we have made reference to two hypotheses in Krashen’s (1981) theory of SLA namely: the Input Hypothesis and the Affective Filter Hypothesis. Additionally, the Communicative Approach is worth to be explained as its principles have put an end to the traditional assumptions related to language teaching and learning. It focuses on teaching and learning language in a natural way so that students could develop their communicative competence.

7.1. The Input Hypothesis

It is a theory in SLA which was developed by Krashen in 1981. The input hypothesis addresses the issue of how we acquire a language. According to Krashen (2003: 4), “*we acquire language only in one way: when we understand messages; that is, when we obtain comprehensible input*”. In other words, learners understand messages when they receive comprehensible input. This can be done when learners are exposed to language input as it is stated by Krashen (1981: 31) “*language acquisition can take place in an informal environment if language learners are directly involved in intensive exposure to language input*”. Krashen (1987) states that the understanding of language structures comprises two

levels: “*i*” is the learner’s existing knowledge and “*i+1*” is the next level of acquisition which contains structures that are “*little beyond*” the learner’s current knowledge. For the input to take place, there is a shift from stage “*i*” to the next “*i+1*” in order to comprehend the received input. In fact, Sabet and Mahsefat (2012: 217) declare that “*According to what has been stated by Krashen (1987) in input hypothesis, listening materials play a great role in “natural” development and moving from one step to the others, to learn effortlessly, he argues that, learners should be in a acquisition-rich environment and be in natural exposure to language*”. In addition, Krashen (1982b: 21) claims that understanding of the language structures and vocabulary that we have not yet acquired is “*through context, our knowledge of the world, and extra-linguistic information*”. Thus, the situation where the language is used, the knowledge and the external world are the essential elements that help learners to understand a given message.

7.1.1. Acquisition

Acquisition is one of the fundamental aspects of Krashen’s theory of SLA. Krashen (1982b) develops two independent ways of learning a second language namely: acquisition and learning. He considers acquisition as “*the cornerstone*” of this theory (1989: 8). According to him, acquisition is a “*subconscious*” process in which learners are not conscious about the language structures that are being acquired. Learners also recognize the correct forms of the language despite the fact that they are not aware of those grammatical elements (Krashen, 1982b). On the other hand, learning requires the internalization of grammar and vocabulary (ibid). In fact, Krashen (1981: 1) claims that “*acquisition requires meaningful interactions in the target language- natural communication- in which speakers of the target language are concerned not with the form of their utterances but with the messages they are conveying and understanding*”. That is, acquisition means that speakers need to use the foreign language for real communication. It is similar to how children acquire their first

language. Therefore, the input hypothesis is concerned with acquisition not learning because learners receive first the input thanks to the acquired competence.

7.1.2. Comprehensible Input

People acquire language through “*comprehensible input*” (Johnson 2004; Krashen 1987; Krashen & Terrell 1983; Macaro 2003). Krashen (1985) states that the comprehension of the linguistic input is the only way to acquire a language. That is, comprehensible input refers to the learners’ understanding of the linguistic elements that exist in the language such as grammatical rules and vocabulary. He formulates the input hypothesis in this way: “*i*” represents the learners’ current knowledge, and “*i+1*” stands for the learners’ next stage that the learner acquires. The formula “*i+1*” is also called “*comprehensible input*” (ibid).

According to Krashen (1987), the input should be little further the learners’ existing knowledge. In short, learners could develop foreign language skills if there is enough exposure to comprehensible input. Furthermore, understanding aural input is done with the help of the context and previous knowledge about the language.

Relying on the input hypothesis, moving from stage “*i*” to stage “*i+1*” requires the context to grasp the meaning of the received input otherwise it would be difficult for them to comprehend the language. In this sense, Krashen (1982b) claims that learners understand the language that is beyond the learners’ actual level through “*extra-linguistic information*”. Therefore, the context provides valuable information to help learners to better comprehend the language.

7.2. The Affective Filter Hypothesis

It is one of the hypotheses of SLA that was proposed first by Duley and Burt (1977) and reviewed later by Krashen in 1981. It explains how affective factors influence the process of language acquisition. These factors are motivation, self-confidence and low anxiety which are important for success in SLA. In addition, affective variables such as anxiety, fear, and

boredom may create an “affective filter” that prevents the learner from receiving the necessary comprehensible input. Krashen (1983) states: “*learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better prepared to acquire a second language*” (cited in Burtica, 2012: 22). He also thinks that “*the lower the anxiety, the greater the language acquisition*” (ibid). Moreover, learners become successful when the input takes place in a relaxing and positive atmosphere for practicing the language. At this point, Ara (2009: 169) argues that “*favourable environment, useful resources, carefully structured input and practice opportunities, a positive learning atmosphere*” lead to effective learning. Therefore, this atmosphere may result in “*an attitude in our learners that reflects genuine interest and motivation to learn the language*” (Young 1991:434). Thus, attitudes affect language learning that could be seen in motivation as a stimulus for learning.

7.3. Communicative Language Teaching (CLT)

It is also called the Communicative Approach (CA). It is developed in Britain during the 1960s as a reaction to the traditional methods such as Grammar Translation Method and the Audio-Lingual Method. It was introduced by the work of Dell Hymes in 1972 which is referred to as the communicative competence. This latter is the ability to use the linguistic forms appropriately in different social contexts. In this approach, meaning is emphasized over the grammatical rules as it is stated by Littlewood (1981), CA focuses on “*meaning*” rather than the “*linguistic forms*”. Then, CLT is based on the assumption that language is used only to achieve communicative purposes and its primary goal is to develop learners’ communicative competence (Hymes, 1972) for the sake of communicating and interacting in real life situations. The implementation of authentic materials is one of the principles of CLT in order to engage learners in language use. In this regard, songs are an example of authentic materials which could be employed in the classroom as an attempt to help the students discover and learn the language used in society in a natural way.

Conclusion

This literature review investigates how songs serve teachers and students in the process of teaching and learning. Additionally, it explores the effect of songs on students' motivation as they provide them with an enjoyable atmosphere while learning the language. On the other hand, it consists of clarifications of the key elements of the listening skill. Listening is crucial in language learning since learners need to grasp the spoken language first in order to respond and make the right decisions related to the issue. What is more, listening plays a meaningful role in developing the other language skills which are: speaking, reading and writing.

Research Design

Introduction

This chapter describes the methodological part of the study. Using procedures for data collection and analysis is the fundamental instrument to carry our investigation in order to answer the research questions of the general introduction. In fact, the research design deals with the research method, the context of the study and sample population as well as the procedures of data collection which consist of a questionnaire and an interview. The questionnaire is administered to third year students in the Department of English at Mouloud Mammeri University of Tizi Ouzou, and the interview is addressed to teachers of listening. As for data analysis, the Statistical Package for the Social Sciences (SPSS) is used to analyze the closed-ended questions of the questionnaire, and Discourse Analysis (DA) is adopted to interpret the open-ended questions of the questionnaire and the interview.

1. Research Methods

In our investigation, we have adopted the Mixed Methods Research as the methodology of our research for data collection and analysis since it ensures credibility in reporting the findings. Both quantitative and qualitative researches are used. The Mixed Methods Approach serves to gather the intended data which lead to better understand the phenomenon in question. This allows us *“to obtain as many perspectives as possible on the phenomenon being researched”* (Croker, 2009: 17).

In order to reach our objective, the data needed for this study are gathered through a questionnaire and an interview which are explained and analyzed relying on Krashen’s (1981) Input and Affective Filter Hypotheses. Hence, quantitative data is achieved through the closed-ended questions of the questionnaire by means of statistical analysis using percentages. Besides, qualitative data are gathered via open-ended questions of the questionnaire and the interview by adopting Discourse Analysis.

2. Context of the Study and Sample Population

This research presents an academic study which investigates the students and teachers' attitudes towards the use of songs as a teaching resource to develop the students' listening skill. It is carried out in a real life setting, that is, in the Department of English at MMUTO. The population is selected randomly because it is not possible to deal with all the participants. In this study, it is the source of data collection which comprises seventy (70) students of third year.

According to Cohen et al. (2007: 113-114), a random sampling involves "*choosing the nearest individuals to serve as the respondents and continuing that process until the required size has been obtained or those who happen to be available and accessible all the time*". This method is reliable whenever there is a need for collecting data. Moreover, the present work represents a case study which is defined as "*a detailed examination of a single subject or group or phenomenon*" (Borg and Gall, 1989: 402). Additionally, three (3) teachers of listening in the Department of English at MMUTO have been selected purposefully to answer the questions of the interview. Therefore, the use of the aforementioned methods for data collection provides deep thoughts and understanding of what is being studied. In this regard, "*a case study requires the collection of very extensive data in order to produce in-depth understanding of the entity being studied*" (ibid).

3. Procedures of Data Collection

In any research, different techniques are used to gain valid data. For data collection, which is conducted by means of a questionnaire and an interview, we have employed quantitative and qualitative methods for the sake of answering the research question.

3.1. The Questionnaire

In order to gather relevant information for our study, a questionnaire has been used. It is an important tool for collecting data to investigate a particular issue. Brown (2001: 6)

claims that “*questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting from among existing answers*”. That is, a questionnaire is made up of a list of questions for the sake of gathering information from the respondents. Besides, it consists of two types of questions namely: closed and open-ended. Closed-ended questions require answers that are chosen from a number of options, while open-ended questions allow the respondents to express their own ideas freely.

3.1.1. The Students’ Questionnaire

The students’ questionnaire deals with their views about the effectiveness of songs in developing the listening skill in EFL learners. It is addressed to third year students at the Department of English at MMUTO and handed out to eighty five (85) students. However, we have received seventy (70) answers. It is made up of sixteen (16) items which are divided into closed-ended and open-ended questions. This questionnaire is mainly composed of two parts: “*Students’ Views about Music*” and “*The Listening Skill*”. The first part aims at showing the students’ opinions and attitudes as music concerned. The second part focuses on the listening skill to investigate the role of music in improving listening comprehension. Indeed, some questions are intended to figure out the challenges that learners face while listening and the strategies used to deal with those problems.

3.2. The Interview

An interview is used as a qualitative research technique to support the results obtained through the questionnaire. It is done to consolidate our data in order to collect detailed information and gain in-depth answers for this dissertation. Moreover, the interview is an attempt to get accurate information concerning the subject matter relying on the participants’ experiences. It is, in fact, “*an interview whose purpose is to gather information of the life world interviewee with respect to the interpretation of the meaning of the described*

phenomena” (Kvale, 1983: 174). It is conducted among three teachers of the listening module to pursue the information needed for our research. It also includes eight (8) items of open-ended questions. Thus, the interview is undertaken as a tool to know about teachers’ views concerning music.

4. Procedures of Data Analysis

Concerning data analysis, the present study is based on the Mixed Methods Research. That is to say, quantitative data are analyzed through the use of SPSS, while, the qualitative data are interpreted using DA.

4.1. Statistical Package for Social Sciences (SPSS)

SPSS is a computer program that is used in social sciences in order to analyze data. It is also a software package for the presentation and statistical analysis of quantitative data (Landau and Everitt, 2004). Indeed, closed-ended questions’ results are presented in the form of tables, pie charts and histograms to provide numerical data of the given answers.

4.2. Discourse Analysis

As it is already mentioned, qualitative method is used for the sake of analyzing data. We have adopted Discourse Analysis to describe and interpret the information gathered from the questionnaire and the interview of this research. Abrams and Harpham (2005) define DA as *“the use of language in a running discourse, continued over a number of sentences, and involving the interaction of speaker (or writer) and auditor (or reader) in a specific situational context, and within a framework of social and cultural conventions”* (cited in Abumelhin and Abu- Melhim, 2015: 46). This means that DA is concerned with the ways in which language is used in texts and contexts. Further, Heffernan (2001) states that DA focus on constructing meaning through talk and texts taking into consideration the social world in which language is used. Discourse Analysis is a useful tool for studying any given phenomenon in order to understand the meaning of written or spoken text.

Conclusion

This chapter deals with the research design of the current study. It is concerned with data collection instruments and data analysis procedures. First of all, it presents the research methods and the context of the investigation including the sample population. Then, it explains the tools used to gather information from the participants. Moreover, it includes the methods that are adopted for analyzing both quantitative and qualitative data. In fact, SPSS is a computer program which provides the percentages of the gathered information. DA is used to interpret the data obtained from the open-ended questions of the questionnaire and the interview. These analyses serve to shed light on the importance of music in language teaching and learning and its impact on developing the students' listening skill.

Presentation of the Findings

Introduction

This chapter is concerned with the empirical part of our research. It presents the results obtained from the questionnaire received from a group of seventy (70) third year students and from the interview conducted with three (03) teachers of listening in the Department of English at Mouloud Mammeri University of Tizi Ouzou. Its main goal is to find out whether students and teachers have positive or negative attitudes towards using English songs as a tool for developing the listening skill. The results are presented in percentages demonstrated in pie charts, histograms and tables aiming at ensuring readability and visibility. This chapter is divided into two main sections. In the first section, the data gathered from the students' questionnaire are presented. Concerning the second section, it presents the results attained from the interview conducted with teachers of listening.

I. Presentation of the Questionnaire Results

Section One: Students' Views about Music

Q1: How often do you listen to English songs outside the classroom?

	Very often	Often	Rarely	Very rarely	Total
Participants	35	28	6	1	70
%	50	40	8.5	1.5	100

Table 1: Students' Frequency of Listening to English Songs outside the Classroom

The above table presents the students' frequency of listening to English songs. It demonstrates that 90% (50%+ 40%) of the participants listen to English songs outside the classroom. While 10% (8.5%+ 1.5%) argue that they rarely listen to English songs.

Q2: Do you find English songs:

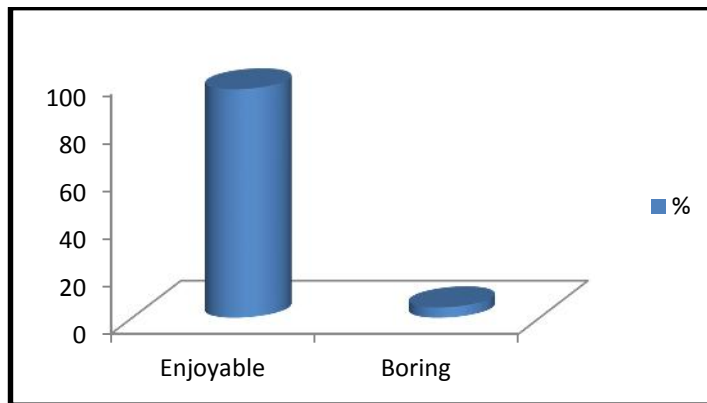


Diagram 1: Students' Views towards English Songs

As it can be seen, views about English songs vary between students. The findings show that (95.7%) of the participants find songs enjoyable. In contrast, few of them (4.3%) assert that songs are boring.

Q3: Through listening to songs, the atmosphere in the classroom is:

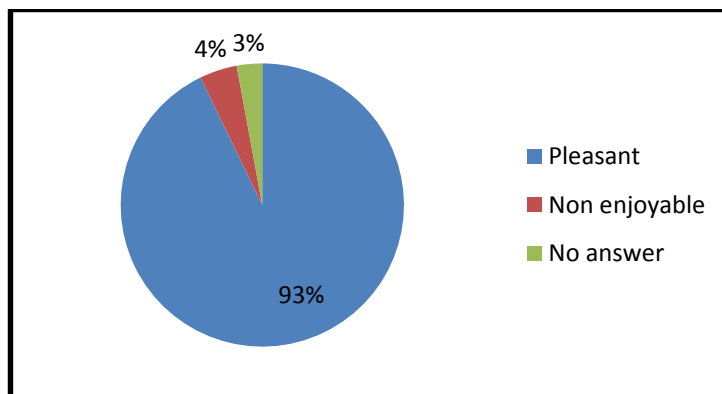


Diagram 2: Atmosphere Created by Songs inside the Classroom

As it is noticeable from diagram 2, almost all the students (93%) regard songs as a way to create a pleasant atmosphere inside the classroom. However, 4% do not enjoy listening to songs in class. Only 3% of the respondents do not provide any answer.

Q4: Do you think that listening to songs facilitates the acquisition of a foreign language?

(Justify)

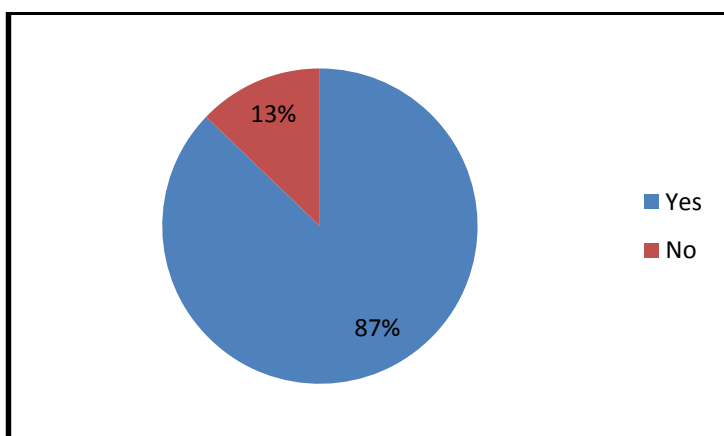


Diagram 3: Role of Songs in the Acquisition of a Foreign Language

The results reveal that the majority of the respondents (87%) claim that songs facilitate the acquisition of a foreign language stating that songs help them to store information and learn vocabulary. Yet, (13%) of them do not think that songs are helpful in acquiring a FL.

Q5: Do you think that listening to English songs can enhance the listening skill? (Please explain)

According to the results, the majority of the participants argue that listening to English songs is beneficial. This is due to the fact that they help them to become more familiar with the pronunciation of the different accents of native speakers as well as learning new vocabulary. Some of them assert that songs are useful to develop their listening abilities to be able to communicate with others. On the other hand, few of them state that listening to English songs is not beneficial since EFL learners cannot rely on songs only to learn a foreign language. Also, they face difficulties in understanding the songs lyrics; particularly, its structure since the language used in the songs differs from the one they study.

Q6: Do English songs provide you with comprehensible input?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
Participants	27	36	4	3	0	70
%	38.6	51.4	5.7	4.3	0	100

Table 2: English Songs as a Source of Comprehensible Input

The above table shows that the vast majority of students; either strongly agree, or agree (38.6% + 51.4%) with the idea that English songs provide them with comprehensible input. Only 4.3% argue that English songs are not a source of comprehensible input.

Section Two: The Listening Skill

Q7: Which of the following language skills do you find the most difficult?

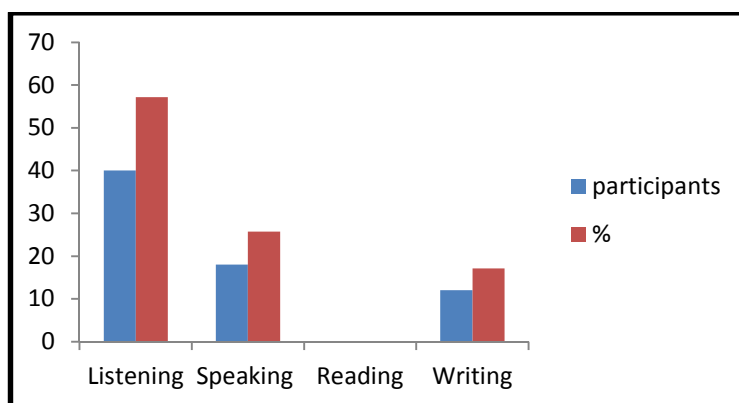


Diagram 4: Students' most Difficult Skill

Diagram 4 demonstrates that the majority of the students 57.2% find listening the most difficult language skill, and 25.7% for speaking, 17.1% for writing. As for reading, no one finds it difficult.

Q8: How do you find listening in English? (Justify)

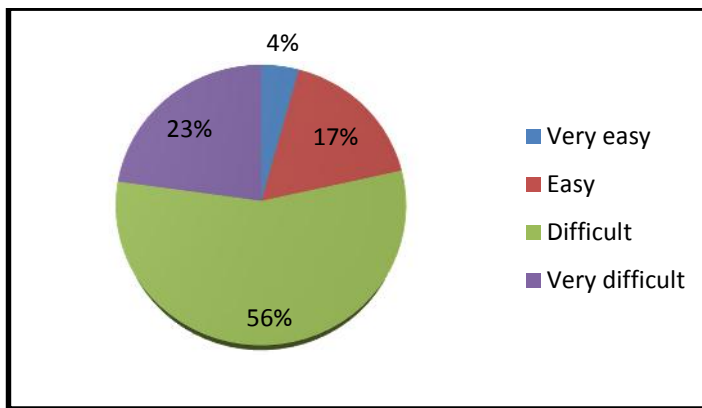


Diagram 5: Students' Views towards Listening

As it is presented in the above diagram, the majority of the students 79% (56% + 23%) find listening difficult. They justify their responses by asserting that the pronunciation of native speakers makes the understanding of the English language more complicated; especially, in casual speech. Also, due to the fact that they speak rapidly, students fail to get all that the speakers say. On the other hand, only 21% (4%+ 17%) of the participants think that it is easy. They claim that they have the habit to be exposed to native speakers' pronunciation through listening to songs, watching films and viewing videos on YouTube which help them to better understand the English language.

Q9: Do you understand all that the teacher says in class?

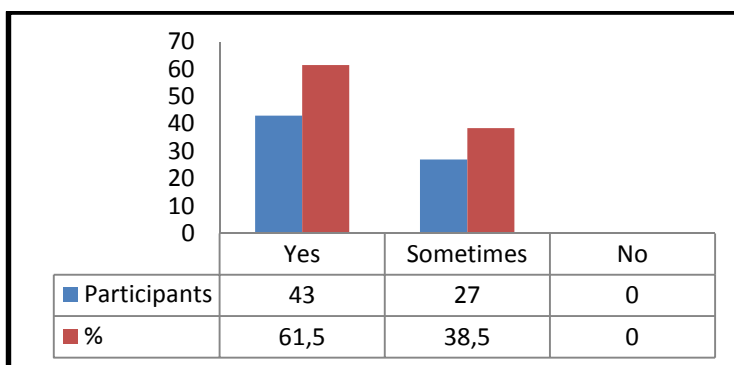


Diagram 6: Students' Understanding of the Teacher's Speech

This diagram indicates that generally, students comprehend their teacher's language. In fact, 61.5% affirm that they get all that the teacher says while the others (38.5%) only on certain occasions.

Q10: In your opinion, the amount of time devoted to the listening skill is:

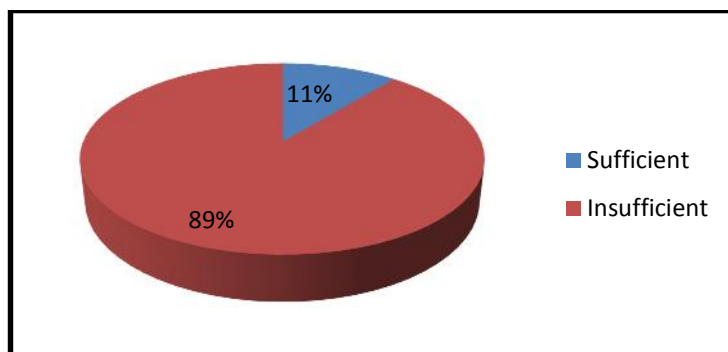


Diagram 7: Amount of Time Devoted to the Listening Subject

From diagram 7, it is clear that 89% of the participants believe that they need more time for listening in the classroom. However, 11% of them think that the time devoted to the listening skill is sufficient.

Q11: While listening to songs, do you understand:

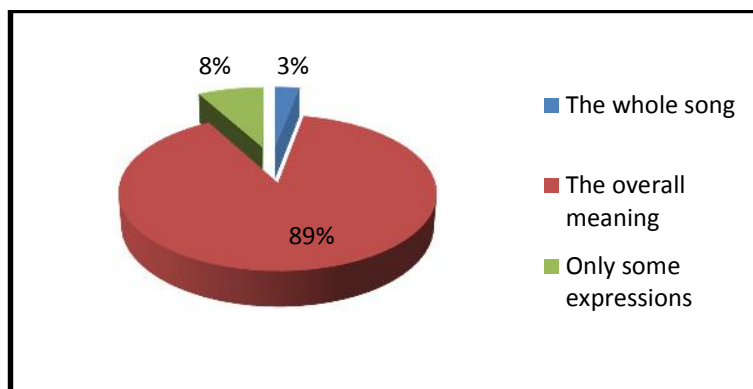


Diagram 8: Degree of Students' Comprehension of English Songs

From the outcomes of this research, it is revealed that the majority of the participants (89%) understand the overall meaning of the song. The minority of the students (8%) declare that they comprehend just some expressions in the song. However, only (3%) of them assert that they fully understand the song.

Q12: Is the context helpful to acquire new knowledge and enhance your listening abilities from songs?

According to the results obtained from the students' answers on this question, we remark that nearly all the participants argue that they rely on the context to understand new vocabulary and sometimes, interpret idioms. Additionally, they decode expressions that are not pronounced clearly and guess what the exact words could be relying on the overall context. As for the remaining minority, they claim that they do not find the context really helpful because they cannot decipher the unclear pronounced words that they do not already know. Besides, idiomatic phrases make learning from a song difficult since cultures are different.

Q13: While listening to music, what kind of difficulties do you face the most?

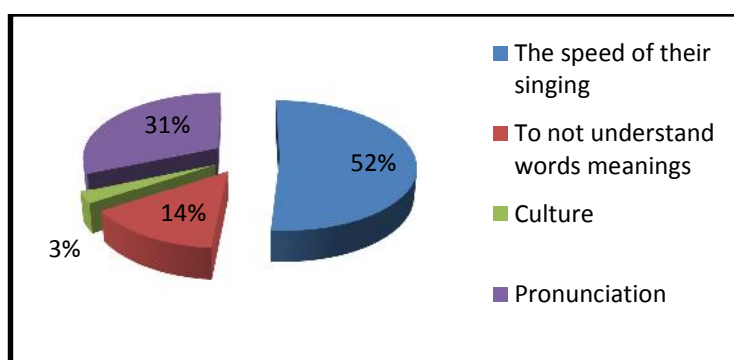


Diagram 9: Students' Listening Difficulties

As the participants are asked about the most encountered problems while listening to music, it is apparent that a significant percentage of students (52%) correspond to “*the speed of their singing*”. (31%) refer their constraints to “*pronunciation*”. Others (14%) affirm “*to not understand words meanings*”. The remaining minority of the participants (3%) relate their difficulties to “*culture*”. As it is remarked, no one has problems; neither, in “*concentration*” nor in “*attempting to comprehend all the songs lyrics*”.

Q14: How do you get rid of your listening difficulties?

	Trying to understand the general topic	Extracting the main ideas	Paying attention to every specific detail	Total
Participants	44	18	8	70
%	62.8	25.7	11.5	100

Table 3: Students' Strategies to Overcome their Listening Difficulties

As it is highlighted in the above table, the majority of the students (62.8%) argue that they deal with their listening difficulties through trying to understand the general topic of the song, while (25.7%) of them attempt to overcome their problems by extracting its main ideas. Yet, few of the respondents (11.5%) state that they pay attention to every specific detail.

Q15: Do you feel that your listening comprehension has improved thanks to songs? (Please explain)

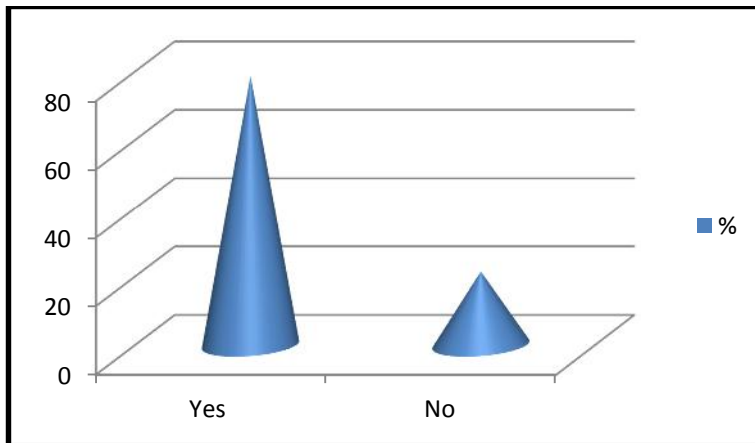


Diagram 10: Effect of Songs on the Students' Listening Comprehension Improvement

From the collected data, we notice that the majority of the students (78.6%) feel progress in their listening comprehension thanks to music. They claim that listening several times to the same song plays a significant role in increasing the level of students' listening.

Others say that music is an aid for promoting their pronunciation and enriching their vocabulary. Moreover, one of the participants declares that songs are a vehicle for recognizing the different meanings of a word according to the context. Only few of them (21.4%) do not feel progress in their listening after being exposed to English songs.

Q16: Do you think that listening to music helps you to develop even your speaking abilities? (Please explain)

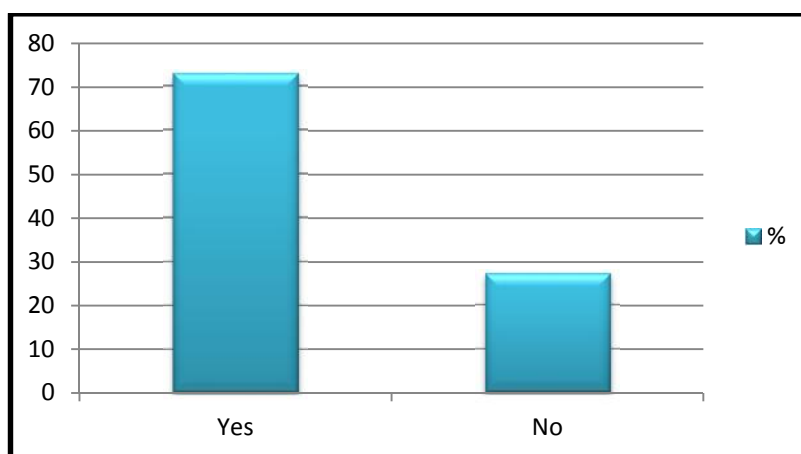


Diagram 11: Impact of Music on the Students' Speaking skill Development

Most of the respondents (72.9%) affirm that listening to music helps them to develop their speaking abilities. Some of them think that understanding the singers' words and repeating them serve as a key element for developing their performances in speaking. Others believe that songs are a good source for acquiring vocabulary and correct pronunciation in order to express their feelings and thoughts to better communicate in any situation. The remaining ones (27.1%) do not find English songs helpful. Indeed, they stress the importance of practicing the language to enhance the speaking skill.

II. Presentation of the Results of the Interview

The results of this part are obtained from the interview conducted with three teachers of listening in the Department of English at Mouloud Mammeri University of Tizi Ouzou. The audiotapes recorded from interviewing the teachers are transcribed into written texts. For the sake of analyzing them, Discourse Analysis is adopted to determine the teachers' views

about the efficiency of using songs in classes to enhance the students' listening skill. Besides, it attempts to find out which techniques they use for teaching listening as well as their main strategies adopted to cope with students' most encountered barriers. The outcomes of the interview's analysis are presented below in the form of an account.

1. Participants

Three teachers of listening have been selected purposefully to be interviewed so as to gather information about the issue of this study. They are chosen because they employ songs in teaching listening. The interviewees regard English songs as an important tool to be used in listening sessions to improve students' listening abilities and raise the degree of learners' awareness of English pronunciation and learning vocabulary.

Q.1. How long have you been teaching listening?

Participant 1:

The first respondent says that he started teaching listening three years ago.

Participant 2:

The second one affirms that the experience of teaching listening goes back to 2014.

Participant 3:

As for the third interviewee, he states that the first time he taught listening was in 2011.

Q.2. According to you, which type of materials help students develop the listening skill?

Participant 1:

When the interviewees are asked about the type of materials that help students enhance their listening abilities, the first participant states that he makes use of movies, video clips and songs.

Participant 2:

The second interviewee responds that she uses songs and videos during listening sessions.

Participant 3:

Concerning the third participant, he tends to use TV news and songs.

Q.3. How often do you use songs in the classroom?

On the frequency of using songs in the classroom, the interviewees claim that they “*often*” equip their students with songs as an authentic material for teaching listening. That is, songs are an important tool that teachers use in teaching during listening sessions.

Q.4. Do you consider English songs as a source of motivation and reducing anxiety in the classroom?**Participant 1:**

The respondent expresses his view by arguing that employing English songs in the classroom makes students learn in an enjoyable environment and discover the different dialects of native speakers.

Participant 2:

According to the second interviewee, songs create a relaxed atmosphere in the classroom where students enjoy the task of listening. In addition, they become more motivated and less stressed.

Participant 3:

As for the third participant, he agrees that a pleasant and a relaxed environment could be created with songs which may be regarded as a motive for students to learn.

Q.5. What are the main difficulties that students face while listening?

Participant 1:

Concerning students' listening difficulties, the respondent points out that they struggle with pronunciation and vocabulary.

Participant 2:

The second participant relates students' difficulties in listening to the lack of the necessary materials such as the head sets.

Participant 3:

When asked about the problems students face while listening, this interviewee indicates that the speaking speed, pronunciation and lack of knowledge of the speakers' culture are the most frequent challenges which are encountered by the students.

Q.6. How do you help your students to overcome their difficulties?

Participant1:

When it comes to procedures of how to overcome students' obstacles, the respondent asks his students to practice listening outside the classroom in order to get accustomed to authentic language.

Participant 2:

On the point of helping to get rid of their challenges, especially those related to pronunciation, the participant encourages her students to be exposed to native speakers' language such as watching movies, listening to songs and following news as much as possible.

Participant 3:

The interviewee claims that he gives his students the opportunity to get the audio recording repeated several times.

Q.7. Do you think that English songs are a suitable tool to enhance students' listening skill?

Participant 1:

Regarding whether or not songs are a suitable tool to improve the students' listening skill, the participant thinks that they are useful for teaching. Moreover, they present to students different dialects.

Participant 2:

As concerned this interviewee, she agrees that songs are a good tool which help students improve their listening abilities because they provide them with authentic situations.

Participant 3:

The participant asserts that songs are a suitable tool which teachers should exploit as an input source, since students like listening to music.

Q.8. What strategies do you adopt to develop your students' listening skill?

Participant 1:

The respondent argues that listening for gist and listening for details are the main strategies he adopts to enhance students' listening skill.

Participant 2:

When asked about strategies to adopt for developing the students' listening skill, the interviewee affirms that she employs some activities as listening to a recording and repeating in addition to role play.

Participant 3:

As for the third interviewee, he expresses his view concerning the tactics to use in order to develop students' listening differently. In this regard, this participant confirms that he associates listening with other language skills such as speaking, reading and writing. He also selects interesting sources of input such as TV news and songs used in students' daily life.

Conclusion

This chapter describes the results gathered from the questionnaire and the interview to focus on the students and teachers' attitudes towards the significance of English songs in developing the students' listening skill. In fact, the findings allow us to figure out that the students and teachers have positive attitudes concerning the concept of songs. Besides, their responses lead us to consider some issues that are an obstacle for motivating the students to enhance their listening skill such as: the speed of the speaker's speech, pronunciation and vocabulary. For more details and analysis, the following chapter is devoted to the discussion of the findings.

Discussion of the Findings

Introduction

In this chapter, the outcomes of the survey are discussed aiming at answering the research questions advanced in the general introduction. The results obtained from the questionnaire distributed to third year students and the interview conducted with their teachers of listening are discussed and explained together. The discussion and interpretation of the findings that are collected from the students' questionnaire and the teachers' interview are related to the first chapter entitled "Review of the Literature". It includes two sections. The first one discusses the results concerning the students and teachers' views about songs while the second deals with the discussion of the outcomes related to the listening skill.

1. Students' and Teacher's Attitudes towards English Songs

The results of this work demonstrate that students are more engaged in listening to music. In fact, the majority of students (90% as a whole) have the tendency to listen "*very often*" to English songs outside the classroom (see table 1: 29). As for students' views about English songs, the results denote that almost all the participants (95.7%) affirm that English songs are "*enjoyable*" and only (4.3%) of them say that songs are "*boring*" (see diagram 1: 30). One of the most advantages of listening to songs is that they are enjoyable and seen as a form of amusement. This encounters the idea of Hancock (2005) in which he states that people listen to songs only for pleasure. As far as enjoyment of English songs is concerned, this leads us to relate it to previous authors' assumptions as it is defended by Krashen's (1981) Affective Filter Hypothesis. Millington (2011: 136) affirms that songs are a means by which learners feel comfortable and he argues that learners "*often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable*". That is, enjoying listening to music lets us discover that learners are likely tended to learn English unconsciously. Since songs provide fun and pleasure as well as lowering the

affective filter, they can create a stimulating atmosphere for language learning and “*by reducing anxiety, songs can help increase student interest and motivate them to learn the target language*” (ibid). Therefore, it can be confirmed that third year students of the Department of English have positive attitudes towards English songs since they “*provide variety and fun*” (Murphey, 1992: 5). Relying on the teachers’ responses to the interview, the results reveal that the participants regard English songs as an opportunity to teach students in a relaxing environment. As one interviewee says that “*songs offer a friendly atmosphere in the classroom*”. Another participant asserts that “*Songs motivate students to learn in a relaxed environment*”. It is worth noting that teachers of listening view English songs positively in classroom instruction. So, they also have positive attitudes concerning music.

According to the responses inferred from the students’ questionnaire, the majority of the students find English songs beneficial. One participant, for instance, states that “*listening to music is beneficial because it helps me to become familiar with English pronunciation of different dialects*”. In this way, Miché (2002) and Failoni (1993) point out that authentic music provide different pronunciations and a wide variety of dialects of the target language. Another one says that “*songs help me to learn new vocabulary and grammatical structures and to develop my listening abilities*”. This proves that songs provide “*wonderful opportunities to expand vocabulary and gain familiarity with colloquial expressions and certain grammatical structures*” (Milano 1994:1). Besides, teachers of listening approve the implementation of songs in the classroom. They consider them an efficient authentic material to be used during listening sessions. For instance, one interviewee argues: “*I think that songs are useful for teaching listening because they present different dialects to students*”. Another teacher claims that “*Songs provide students with authentic situations. So, they are a good tool for improving the students’ listening skill*”. This implies that teachers view songs as a suitable

pedagogical tool to be employed in the classroom. In this regard, Harmer (2000) states that “*Songs are a good resource for teaching English*” (cited in Ratnasari, 2007: 10).

Likewise, the outcomes of this investigation reveal that (72.9%) of the students think that songs are useful in developing even their speaking abilities (see diagram 11: 37). Moreover, they regard songs as an effective material to enhance their fluency for a better performance during oral communication. For instance, one participant states: “*when I listen to songs and repeat the singer’s words this serves me to pronounce correctly and learn vocabulary*”. This means that listening and repeating the songs lyrics help learners to improve their pronunciation. In this context, Chunxuan (2009: 92) asserts that “*By repeatedly listening to and learning these songs, students will gradually correct their errors and achieve a more native- like pronunciation*”. EFL learners need a source of the casual language of native speakers so that they imitate their accent. Songs are a means through which all the aspects of pronunciation are presented to students such as rhythm, intonation and weak forms of vowels. Millington (2011: 135) indicates that “*Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English*”. Therefore, songs are considered by both students and teachers as an efficient authentic listening material to be used in the EFL classroom.

1.1. Listening to Songs and Developing the Listening Skill

The results of this research demonstrate that the majority of the participants think that English songs are beneficial in language learning. Further, they play a significant role in the process of foreign language learning (FLL). For instance, one respondent says that “*Songs help us to discover the accents, grammar and vocabulary of the English language*”. This goes hand in hand with Hornby’s (1990) view in which he affirms that songs involve culture, grammatical structures and vocabulary. Said differently, EFL learners are exposed to the most important components that make up the FL when they are listening to songs. Additionally, a

teacher of listening argues that “*Songs are an input source that teachers should exploit because students like listening to music*”. That is, students are likely to acquire the TL when they enjoy the overall context of learning and feel less stressed or anxious. This proves the argument of Krashen (1982b: 32) that “*affective variables acting to impede or facilitate the delivery of input to the language acquisition device*”. In this context too, Stevick (1976) asserts that “*Those with attitudes more conducive to second language acquisition, will not only seek and obtain more input, they will also have a lower or weaker filter*” (cited in Krashen, 1982b: 31). Hence, students’ feeling of comfort has a positive effect on the acquisition of a foreign language.

The findings also show that (61.5%) of the participants comprehend their teacher’s language in class (see diagram 6: 33). Furthermore, 89% of them claim that they can understand the overall meaning of English songs (see diagram 8: 34). This implies that students have enough information about the vocabulary, grammar, pronunciation and culture of the English language which facilitate for them the process of acquiring new knowledge. Krashen (1982b: 21) notes: “*if the acquirer understands the input, and there is enough of it, $i+1$ will automatically be provided*”. He adds that acquisition occurs when we are exposed to language structure that is little beyond our “*current level*”, which is referred to as “ *$i+1$* ”, relying on the context. Put differently, the learner acquires new elements of a foreign language because of having necessary comprehensible input or prior knowledge in addition to the significant role of the context. More to the point, we notice that some students say that the language used in English songs contains new knowledge for them such as vocabulary and pronunciation. That is, they encounter structures that they are unfamiliar with. In this sense, Krashen and Terrell (1983) argue that the input should be little further the learners’ existing knowledge in order to acquire language.

The survey indicates that the majority of the participants consider the context reliable for FLL in general and developing their listening skill in particular. One of them, for instance, points out: *“When I listen to songs, most of the time I rely on the context whenever I encounter a new word or expression that does not seem to be familiar for me”*. Another respondent argues: *“I regard the context as the best solution to decipher words that are not pronounced clearly in songs since native speakers speak rapidly; especially, when singing. And this has enhanced my listening abilities”*. This reveals that third year students at MMUTO make efforts to acquire the English language despite the complexity of its pronunciation relying on the context. These results go with Harmer’s (1983: 15) view that *“What a good listener is able to do is to process what he hears on the basis of the context it occurs in”*. Besides, they often rely on their *“knowledge of the topic, context and general knowledge of the world”* (Buck, 2001: 247) to deduce unknown words and guess their meaning in spite of the nature of their pronunciation which is not really helpful because they concentrate on decoding what the speaker tries to convey. This confirms Krashen’s (1982b: 21) statement which says that *“a necessary (but not sufficient) condition to move from stage i to stage i+1 is that the acquirer understands input that contains i + 1, where “understand” means that the acquirer is focused on the meaning and not the form of the message”*. Thus, listening to songs could be considered as a source of input and a way to acquire the TL in addition to developing students’ listening skill since they provide them with the language as it is used by native speakers.

The outcomes of our study demonstrate that (78.6%) of the participants think that listening to English songs helps them to improve their listening comprehension, whereas the minority of them (21.4%) does not notice any improvement (see diagram 10: 36). As it is claimed by one of the participants, *“I started listening to songs after becoming a student of English and now I notice that I understand more the language of songs and of the teacher”*.

Another student declares: *“I think that songs play an important role in enriching my vocabulary and improving my understanding of the pronunciation of English”*. This entails that the positive impact that songs have on students is noticed. This assertion confirms Harmer’s (2000) suggestion which argues that songs are a good tool to teach phonetics including stress, rhythm and intonation. So, students consider songs as a vehicle for acquiring and enhancing their listening abilities.

1.2. The Effect of Songs on the Classroom Atmosphere

The findings reveal that (93%) of the participants view that the atmosphere inside the classroom is pleasant thanks to music (see diagram 2: 30). This shows clearly that the majority of students think that incorporating songs in the classroom environment is an opportunity to acquire a foreign language. In this regard, the classroom with good conditions is a contributing factor to raise students’ interest in learning the language. Thus, songs are a source of input that the learners receive and through which they develop language skills in a pleasant atmosphere. These arguments confirm what is stated by Lo and Li (1998) *“Songs offer a change from the routine procedures in the classroom. They are invaluable tools to develop students’ language abilities in listening, speaking, reading and writing and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythms, adjectives, adverbs and so on”*. (cited in Villalobos, 2008: 44). The main reason for how songs provide an enjoyable classroom context is that they change the way language is learned and motivate students as they reduce anxiety and stress. The results are related to Krashen’s (1981) Affective Filter Hypothesis which implies that affective variables such as: motivation and anxiety influence the language learning process. Lake (2002: 1) states that *“optimum learning occurs in an environment of high motivation, self-confidence, and low anxiety”*. It is clear that students have positive attitudes towards English songs since they confirm that songs make the class more enjoyable and they feel relaxed and

excited. On the other hand, only few participants (4%) assert that English songs represent a non-enjoyable atmosphere inside the classroom. This is due to the fact that those students have negative views about English songs. This entails that they are demotivated and loose interest whenever there is exposure to songs. This goes hand in hand with Krashen's (1981) view in the Affective Filter Hypothesis. The findings demonstrate that the minority of the students tend to form a mental block preventing the input to take place, which means a negative attitude toward learning. This acknowledges that the affective filter is strong because students are in such an affective state as low motivation, lack of self-confidence, and high anxiety. Negative emotions can function as a barrier from receiving the necessary linguistic input, it should be in "*the interest of the second language teacher to provide an environment which evokes positive emotions*" (Medina 2002b: 2).

As for the responses inferred from the teachers' interview, we find that music is a source of motivation and reduces anxiety in the classroom. A participant says that "*songs create a relaxed atmosphere where students enjoy the listening task and they will become less stressed and more motivated*". The outcomes are related to the idea of Arnold and Fonseca (2004:126) in which they confirm that music could be a way of "*fostering a relaxed but motivating and productive classroom atmosphere*". This statement is in conformity with Krashen's (1982a: 145) Affective Filter Hypothesis in which he argues that "*a means of lowering anxiety and diminishing tension, and inducing the state of relaxed alertness considered optimal for second language acquisition*". In the same perspective, another interviewee agrees with the aforementioned point in which he states that "*songs contribute a pleasant environment to the classroom and provide the language input to practice the listening skill. Also, they are motive for learning*". This proves Baumann and Coleman (2005:141) belief that music provides "*real-life language resources which increase your opportunities to use the language*". Therefore, teachers of listening confirm that they have

positive attitudes towards English songs because they help the students to learn language successfully.

In short, the findings reveal that the use of music in the classroom is a source of motivation which raises the learners' interest in learning the language thanks to positive emotions and attitudes they have towards English songs.

2. Listening Actively to Songs for Effective Learning

The outcomes obtained from the students' questionnaire, more precisely, from the second section entitled "The Listening Skill", show that listening is the most difficult skill among the other language skills for (57.2%) of the participants (see diagram 4: 32). Besides, 79% (56%+ 23%) find listening difficult (see diagram 5: 33). For example one respondent argues: *"I find listening difficult because native speakers speak very fast and I do not understand all what I hear"*. In this regard, Robertson (2005: 1053) affirms that *"Active listening is a difficult discipline"*. This implies that students actively listen to the language. That is, they attempt to understand all what they hear and decode the intended meaning by listening attentively to the target language. Hence, the results confirm the view that active listening *"requires intense concentration and attention to everything the person is conveying"* (ibid).

As it is already mentioned, listening is the students' most difficult skill. In fact, 89% of the respondents assume that the time devoted for listening is insufficient (see diagram 7: 34). In this context, Brown (2008) asserts that listening is the most difficult and usually the most neglected skill by foreign and second language instructors though it is central to language learning. Thus, learners need much more time to practice it in order to develop their listening abilities since they are learning a FL.

The findings of this study indicate that teachers often use songs as an authentic material for teaching in the classroom. This means that teachers introduce songs into the

classroom as a teaching tool for providing the students with the natural use of the target language. Employing authentic materials that present the language used in society is one principle of Communicative Language Teaching. This goes with Nunan's (1991) introduction of the main features of CLT in which he stresses the importance of the implementation of authentic texts in the classroom. In this context too, Krashen (2008) asserts that "*CLT has been defined as an approach that makes use of real life situations that necessitate communication*" (cited in Maryslessor et al., 2012: 84). As songs contain informal language which is used in everyday communication they could be considered as a way for acquiring the English language in a formal setting.

The results displayed in (diagram 3: 31) demonstrate that the majority of the students (87%) think that English songs facilitate the acquisition of a foreign language. This fact shows that songs are a source of comprehensible input that helps the students to acquire language in an enjoyable atmosphere. Indeed, Krashen (1982b: 33) mentions that "*In order to acquire, two conditions are necessary. The first is comprehensible (or even better, comprehended) input containing $i+1$ [...] and second, a low or weak filter to allow the input in*". Language acquisition includes knowledge about its components necessary to use the target language for communication. Songs, as an authentic listening material, give EFL learners insight into these components such as vocabulary and grammar. This proves Herbst statement that "*music is extremely valuable for teaching new vocabulary or structures in the target language*" (cited in Porvaldsdóttir, 2008: 8). In fact, songs are an opportunity for the students to acquire new words and use them in context. One participant states that "*songs enrich vocabulary and facilitate the learning process*". While listening to songs, NNSs discover new vocabulary and even use them in their writings or for interaction. In addition to vocabulary acquisition, songs could also be considered as a tool for presenting the different grammatical rules to the students. For example, a student affirms: "*when I listen to songs, I*

learn new vocabulary and I understand better grammatical points". Learners can put into practice the new structure that they study. As a way of illustration, Brown (2006) asserts that *"songs [...] that have rhyme at the end of each line can make students realize that words that don't look the same can still sound the same"* (cited in Porvaldsdóttir, 2008: 8). This is an example of using songs to teach the students homophones in the classroom in a more realistic way. Through listening to songs, the students learn and memorize new words and grammatical structures. So, students and teachers think that songs have a positive effect on the teaching and learning process and that they are an effective pedagogical tool.

2.1. The Role of Comprehensible Input in Language Learning

From the results displayed in (table 2: 32), it appears that the majority of the students (38.6%+ 51.4% = 89%) assert that English songs provide them with comprehensible input. However, very few of the participants who stand for (4.3%) claim that they do not think that English songs are a means to receive comprehensible input. Krashen and Terrell (1984: 32) believe that *"This (input) hypothesis states simply that we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence"*. Relying on Krashen's Input Hypothesis, language acquisition takes place outside the classroom through direct exposure to the language which is a source of the input. In this context, Krashen (2002: 50) argues that *"an intensive intake informal environment can provide [...] the necessary input for the operation of language acquisition device"*. This means that comprehensible input is an important element in order to make them exposed to the language. As English songs are an example of real life events, learners should immerse themselves in those situations to fully be in touch with the language they need for acquisition. So, songs could be used as a technique for bringing the outside to the classroom and linking between them in order to teach and learn informal language in a formal setting. This goes

hand in hand with Cheung's (2001) view in which he "*prefers the image of music bridging gaps between 'formal and informal' learning*" (cited in Engh, 2013: 115).

When the teachers of listening are interviewed, they confirm the results obtained through the questionnaire. The teachers declare that they use songs in the classroom as one of the most valuable materials to teach listening. One of them asserts that "*the input is a means to gather information about a specific topic, and songs are the best example to access this information*". In this regard, Rost (2005) claims that the input plays an important role in second language acquisition.

On the same vein, the type of authentic materials that teachers use to develop the students' listening skill differs from one another. One of them answers by saying: "*I equip my students with different authentic materials such as movies, video clips and songs*". In addition, the second interviewee affirms: "*I implement songs in listening sessions because they help my students to practice the listening skill in a good way; that is, they will be in touch with real life situations to better develop their listening abilities*". Another participant claims that he incorporates TV news and songs into the classroom to enhance his students' listening. According to these answers, we find that the interviewees opt for songs as a listening material for developing this skill. The results confirm Harmer's (2001: 229) statement which says "*Taped materials used to give students the opportunity to practice their listening abilities*".

2.2. Students' Listening Difficulties and Strategies Used to Deal with those Problems

Concerning students' listening difficulties, the results of this study indicate that (52%) of the respondents face challenges with the speed of the singers' singing (see diagram 9: 35). As English people speak rapidly, NNSs often fail to understand what they are trying to convey. One interviewee asserts that "*The speaking speed of native speakers is a big challenge for learners*". This is due to the fact that they cannot control the speed of native

speakers' speech who talk very fast. This result goes hand in hand with Goh (1999) and Flowerdow and Miller (1992)'s claim which argues that one major difficulty that EFL learners face while listening to the target language is the fast speech rate.

As it is apparent in the outcomes of this research, pronunciation is meant to be the greatest difficulty of (31%) of the students while listening to music. The main reason is that the pronunciation of the English language is not as easy to be understood as the pronunciation of their L1; especially, in connected speech. There are many factors that may influence learners' understanding such as assimilation and rhythm. For example, one teacher states: *"Pronunciation; especially, dialects. Dialects are really a problem. Because in academic English, they don't study dialects"*. Hence, English pronunciation may influence students' listening as well as the task of interpreting the speaker's intended meaning. This confirms Bloomfield et al. (2010) and Walker's (2014) statement in which they assert *"that one of the serious problems of listening comprehension is related to the pronunciation of words that is different from the way they appear in print"* (cited in Gilankjani and Sabouri, 2016: 128).

The survey also demonstrates that, while listening to music, the main difficulty of (14%) of the participants is not to understand words meanings. This means that students are aware about the importance of vocabulary for mastering the TL. Moreover, one interviewee declares that *"the main problems that students face are related to pronunciation and vocabulary"*. This is due to the fact that they are dealing with a new language. So, having problems with new vocabulary is evident. This proves the results of Hansan's (2000) research that unfamiliar vocabulary is one barrier that EFL learners face while listening.

Relying on the findings presented in the previous chapter, students follow some strategies as an attempt to cope with their listening problems. Indeed, (62.8%) of the participants try to understand the general topic of the song (see table 3: 36). It does not mean that they ignore or escape their difficulties but it is an efficient way used by quick learners for

effective learning and developing their listening skill. This goes with Andrade's (2006: 14) statement that "*listeners pay attention to what is being said with the purpose of getting general information [...] of the main points given*". Teachers also, find it a useful strategy to improve students' listening abilities. For example, one interviewee asserts: "*I often let the students listen to a recording and then, ask them about its main idea*". This implies that successful communication requires the comprehension of the message as a whole rather than understanding all the words that are used by the speaker. This goes hand in hand with the principles of the Communicative Approach.

The results also reveal that (25.7%) of the students tend to extract the main ideas so as to achieve their goal which is decoding the general meaning of the message. This confirms the results of the research conducted by Rost and Ross (1991) which demonstrates that proficient listeners ask about specific information in the listening text. Moreover, it is a technique that teaches learners how to highlight the meaning instead of concentrating on details since successful communication; mainly, requires learners to understand and be understood.

As for the remaining respondents (11.5%), they claim that they attempt to overcome their listening difficulties by paying attention to every specific detail. In other words, they focus on every single sound and word in order to get a full understanding of the message. This is closely related to Flowerdew and Miller's (2005: 24) explanation of the bottom up process which says that "*Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes*". However, this does not seem to be a good listening strategy as learners waste much time and energy. Also, effective communication is not achieved through decoding every individual unit but by getting the intended meaning. This goes with Rouse-Malpat's (2012: 5) statement which asserts that "*communicative language teaching (CLT), which focuses on meaningful interaction, is a prerequisite for learners to be engaged in the second language learning process*".

Conclusion

The discussion of the findings of the questionnaire and the interview answers the research questions set in the general introduction. As regards the suggested hypotheses, they are both confirmed. Relying on students' responses, English songs are thought to be an effective way for developing their listening abilities. This is reflected on the teachers' awareness about the importance of songs in enhancing the students' listening skill.

With regard to the effect of English songs in developing the listening skill, the majority of the participants assert that music is a valuable source to receive the necessary input needed for language acquisition and listening comprehension. It is possible; mainly, whenever there is exposure to the language used in real life situations (Krashen, 1981). Indeed, teachers support the use of music in the classroom for its effectiveness in providing the language input and a pleasant atmosphere in order to engage students in learning.

General Conclusion

This research investigates students and teachers' attitudes towards using English songs to develop the listening skill. It aims at finding out whether or not the students and teachers have positive attitudes towards using English songs to improve learners' listening abilities. That is, determining if the students and teachers find English songs an effective teaching resource to be implemented in the classroom in order to improve the students' listening skill.

To conduct this research we have adopted the Mixed Methods Approach in which quantitative and qualitative methods have been employed for collecting and analyzing data using two research tools. In fact, seventy (70) questionnaires have been received from a randomly selected group of third year students in the Department of English at Mouloud Mammeri University of Tizi Ouzou. Besides, an interview has been conducted with three (3) teachers of listening who have been chosen purposefully. As for data analysis, the Statistical Package for the Social Sciences has been used to analyze the numerical data obtained from the closed-ended questions of the students' questionnaire. On the other hand, Discourse Analysis has been used to analyze and interpret the qualitative data gathered from the open-ended questions of the questionnaire and the teachers' answers to the interview. The Mixed Methods Approach was mainly, adopted in order to provide answers to the research questions and test the suggested hypotheses relying on Krashen's (1981) Input and Affective Filter Hypotheses.

According to the findings which are interpreted in the fourth chapter, the students and teachers have positive attitudes towards using English songs as a pedagogical tool to develop the learners' listening skill. Moreover, songs provide students with input which is little beyond their level and permit them to acquire new information from the context; especially, about vocabulary and aspects of pronunciation that characterize the English language to improve their listening abilities. This goes with Krashen's (1981) Input Hypothesis which

states that acquisition occurs whenever there is enough comprehensible input so that the new knowledge will be acquired using the context and concentrating on meaning to understand the language. Songs give a chance for learners to be exposed to the authentic language of daily life. It is also found that songs play a significant role in motivating students to learn English in a more relaxed atmosphere. The results indicated that almost all the students 90% (50%+40%) listen to English songs and find them beneficial in FLL since they offer them opportunities for discovering the target language including its different accents and vocabulary which help them to enhance their listening skill.

Likewise, the majority of the students 90% (38.6%+51.4%) affirm that songs provide them with comprehensible input which could be considered as the basis for acquiring new information. This is due to the fact that new structures are acquired when the learner understands the language employed by the speaker.

When it comes to the teachers' interview, the outcomes demonstrate that teachers, often, implement songs in teaching listening. This implies that teachers regard songs as an efficient technique and a useful authentic material to teach English and ameliorate students' listening abilities in a natural way and in a less stressful context. In addition, we notice from the students' answers to the questionnaire that (95.7%) find songs enjoyable and this may encourage them to learn more about the FL. Additionally, (93%) of the students assert that songs create a pleasant atmosphere in the classroom. This reduces anxiety in classes and motivates students to make more efforts for the sake of improving their competencies in English in general and in their listening skill in particular. In this regard, the interviewees agree that songs are a source of reducing anxiety in the classroom and making students enjoy the process of listening.

Concerning the limitations of this survey, it is worth mentioning that we cannot generalize our findings on all third year students of the Department of English at MMUTO

since we have analyzed the answers of seventy (70) students only. Besides, it was necessary to know about teachers' views about the effectiveness of songs in teaching and learning a foreign language and improving the students' listening skill. As teachers are in touch with EFL learners, they observe their behaviors and notice whether listening to English songs helps them to progress. Yet, our results could not be generalized even on all the teachers of listening because we have chosen only three (3) of those who employ songs in the classroom.

The outcomes of this modest study obtained from the students' questionnaire and the teachers' interview sheds light on the main difficulties encountered by students while listening and proposes some strategies to deal with them. For instance, students should not concentrate on understanding every single word, sound and grammatical structure. This is because it is just a waste of time and energy. However, it is better to rely on the context for acquiring new knowledge. Listening for gist should be employed by both students and teachers because it is an opportunity to know about students' understanding of the recording they have listened to. In addition, listening for the main ideas stimulates students to pay more attention to what is being included in the listening text while trying to extract its main points.

We hope that our research will serve students who are interested in conducting investigations in the same area. Given that our dissertation is concerned with students and teachers' attitudes towards using English songs as a teaching resource to enhance the listening skill, other studies could be done in the same field. For instance, investigating the effectiveness of English songs in developing the speaking skill or in learning vocabulary.

Bibliography

- ❖ Albarracin , D., Johnson,B. and Zanna, M. (2005) *Attitudes: Introduction and Scope*. In D. Albarracin, B. Johnson and M. Zanna, (eds.) *The Handbook of Attitudes*, Routledge.
- ❖ Anderson, A. and Lynch, T. (1988) *Listening*. Oxford: Oxford University Press.
- ❖ Andrade, M. E. A. (2006) *Improving How Listening Skills are Taught in the EFL Classroom: Guidelines to Producing Better Speakers of the English Language*. Praia.
- ❖ Ara, S. (2009) 'Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh', *The Dhaka University Journal of Linguistics*. 2 (3) pp. 161-172.
- ❖ Arnold, J. and Fonseca, M.C. (2004) 'Multiple Intelligence Theory and Foreign Language Learning: A Brain-Based Perspective', *International Journal of English Studies*. 4(1) pp. 119-136.
- ❖ Bacon, S. and Finne mann, M. (1990) 'A Study of Attitudes, Motives, and Strategies of University Foreign Language Students and their Disposition to Authentic Oral and Written Input'. *Modern Language Journal*. 74 (4) pp. 459- 73. Retrieved from: www.public.asu.edu/~blafford/515/critpapsources-02.doc. [accessed 16 May 2016].
- ❖ Batova, N. (2013) 'Academic Listening: is there a Place for Bottom-Up Processing?' *International Journal of Education and Research*. 1(4).
- ❖ Baumann, U. and Coleman, J.A. (2005) 'The world as a classroom' in Hurd, S. and Murphy, L. (eds) (2005) *Success with Languages*, Routledge, The Open University.
- ❖ Benmadani, N. (2013) *Improving Students' Listening Skill through Language Laboratory*. University of Biskra.

- ❖ Bonner, G. (2009) '*Singing the Praises of Songs: Some Practical Ideas for Using Music with your EFL Students' in Developing Teachers*'. Available from: http://www.developingteachers.com/articles_tchtraining/songspf_gabi.thm. [accessed 10 June 2016].
- ❖ Borg, W. R. and Meredith D. G. (1989) *Educational Research: An Introduction*. (5th ed). New York: Longman. [First published 1971].
- ❖ Borland, K. E. B. (2015) *The Use of Songs in the ESL Classroom as a Means of Teaching Pronunciation: A Case of Study of Chilean University Students*. University of Ottawa.
- ❖ Brown, J. D. (2001) *Using Surveys in Language Programs*. Cambridge University Press.
- ❖ Brown, S. (2006) '*Teaching Listening*'. New York: Cambridge University Press.
- ❖ Brown, G. (2008) '*Selective Listening. System: An International Journal of Educational Technology and Applied Linguistics*'. 36(1) pp. 10-21.
- ❖ Buck, G. (2001) '*Assessing Listening*'. Cambridge: Cambridge University Press.
- ❖ Burtica, M. P. L. (2012) *Developing Listening Comprehension Skills in 5th Grade EFL Students Through the Use of Predictable Books*. Universidad Tecnológica de Fereira.
- ❖ Call, M. E. (1985) *Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis. TESOL Quarterly*. 19 pp. 765-781.
- ❖ Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education* (6th ed.). USA and Canada: Routledge.
- ❖ Croker, R. A. (2009) '*An Introduction to Qualitative Research*' in Heigham, J. and Croker, R. A. (eds.) (2009) *Qualitative Research in Applied Linguistics-A practical Introduction*. Palgrave Macmillan edition.

- ❖ Davis, P. and Pearse, E. (2000) *'Success in Teaching English'*. Oxford: Oxford University Press.
- ❖ Dulay, H. and Burt, M. (1977) *Remarks on Creativity in Language Acquisition*. In M. Burt, H. Dulay and M. Finnochiaro (Eds.) *Viewpoints on English as a Second Language*. New York: Regents.
- ❖ Ellis, R. (2003) *'Task-Based Language Learning and Teaching'*. New York: Oxford University Press.
- ❖ Engh, D. (2013) *Why Use Music in English Language Learning? A Survey of the Literature*. *English Language Teaching*. 6 (2) pp. 113-127.
- ❖ Failoni, J. W. (1993) *'Music as a Means to Enhance Cultural Awareness and Literacy in the Foreign Language Classroom'*. *Mid- Atlantic Journal of Foreign Language Pedagogy* 1.97.
- ❖ Flowerdew, J. and Miller, L. (1992) *Students Perceptions, Problems and Strategies in Second Language Lecture Comprehension*. *RELC Journal*. 23 (2) pp. 60-80.
- ❖ Flowerdew, J. and Miller, L. (2005) *Second Language Listening, Theory and Practice*. Cambridge: Cambridge University Press.
- ❖ Fonseca-Mora, M. C.; Toscano-Fuentes, C. and Wermke, K. (2011) *'Melodies that Help: The Relation between Language Aptitude and Musical Intelligence'*. *Anglistik International Journal of English Studies*. 22(1) pp.101-118.
- ❖ Gilankjani, A. P. and Sabouri, N. B. (2016) *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. *English Language Teaching*. 9 (6) pp. 123-133.
- ❖ Goh, C. C. M. (1999) *How Much Do Learners Know about the Factors that Influence their Listening Comprehension?* *Hong Kong Journal of Applied Linguistics*. 4 (1) pp. 17-41.

- ❖ Griffee, D. T. (1995) *'Songs in Action'*. Hertfordshire: Phoenix.
- ❖ Harmer, J. (1983) *The Practice of English Language Teaching. Handbooks for Language Teachers*. London: Longman.
- ❖ Harmer, J. (1991) *The Practice of English Language Teaching*. Harlow: Longman.
- ❖ Harmer, J. (2000) *The Practice of English Language Teaching*. London: Longman Group Ltd.
- ❖ Harmer, J. (2001) *The Practice of English Language Teaching*. 3rd ed. England: Longman.
- ❖ Hansan, A. (2000) *Learners' Perceptions of Listening Comprehension Problems. Language, Culture and Curriculum*. 26 (2) pp. 385-390.
- ❖ Heffernan, C. 2001. "The Irish media and the lack of public debate on new reproductive technologies (NRTs) in Ireland", *Health*. 5(3) pp. 355-371. <http://hea.sagepub.com/cgi/content/abstract/5/3/355>. (accessed on 14 October 2016).
- ❖ Horn, C. A. (2007) *English Second Language Learners: Using Music to Enhance the Listening Abilities of Grade ones*. University of South Africa.
- ❖ Hornby, A. S. (1990) *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- ❖ Howatt, A and Dakin, J. (1974) *Language Laboratory Materials* (ed) Allen, J. P. D and Corder, S. P.
- ❖ Hunsaker, R. A. (1990) *Understanding and Developing the Skill of Oral Communication: Speaking and Listening* (2nd ed). Englewood, CO: J. Morton Press.
- ❖ Hymes, D. (1972) *On Communicative Competence*. In Duranti, A (ed.) *Linguistic Anthropology: A Reader*, Oxford: Blackwell Publishing Ltd.
- ❖ Johnson, M. (2004) *'A Philosophy of Second Language Acquisition'*. New Haven: Yale University Pressline.

- ❖ Krashen, S. (1981) '*Second Language Acquisition and Second Language Learning*'. Retrieved from: http://www.sdkrashen.com/SLAcquisition_and_Learning/index.html. [accessed 12 May 2016].
- ❖ Krashen, S. D. (1982a). *Principles and practice in second language acquisition*. Pergamon: Oxford.
- ❖ Krashen, S. D. (1982b) *Principles and Practice in Second Language Acquisition*. University of Southern California.
- ❖ Krashen, S. D. and Terrell, T. D. (1983) '*The Natural Approach: Language Acquisition in the Classroom*'. Pergamon Press.
- ❖ Krashen, S.D. and Terrell, T. (1984) *The Natural Approach: Language Acquisition in the Classroom*. Pergamon/Alemany.
- ❖ Krashen, S. D. (2002) *Second Language Acquisition and Second Language Learning*. California: Pergamon. Retrieved from: <http://www.sdkrashen.com/content/books/sl-acquisition-and-learning.pdf>. [accessed on 21 September 2016].
- ❖ Krashen, S. D. (1985) *The Input Hypothesis: Issues and Implications*. New York: Longman.
- ❖ Krashen, S. D. (1987) '*Principles and Practice in Second Language Acquisition*'. Cliffs, NJ: Prentice-Hall International.
- ❖ Krashen, S. D. (1989) *Language Acquisition and Language Education: Extensions and Applications*. New York/London: Prentice Hall International.
- ❖ Krashen, S. D. (2003) *Explorations in Language Acquisition and Use: The Taipei Lectures*. Portsmouth: Heinemann.
- ❖ Kvale, S. (1983) '*The Qualitative Research Interview: A Phenomenological and Hermeneutical Mode of Understanding*'. *Journal of Phenomenological Psychology*. 14. Pp. 171-196.

- ❖ Landau, S. and Everitt, B. S. (2004) *A Handbook of Statistical Analyses using SPSS*. Champan and Hall/ CRC Press LIC.
- ❖ Lake, R. (2002) 'Enhancing Acquisition through Music', *The Journal of the Imagination in Language Learning and Teaching*. 7, pp. 1-10. Retrieved from: <http://www.njcu.edu/cill/journal-index.html> (Accessed 08 October 2016).
- ❖ Linebarger, D. L. (2001) *Beginning Literacy with Language: Young Children Learning at Home and School*. *Topics in Early Childhood Special Education*, 21, pp. 188- 192.
- ❖ Linse's statement about the importance of listening from <https://www.teachingenglish.org.uk/article/reading-young-learners>, accessed on 13 May 2016.
- ❖ Littlewood, W. (1981) *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- ❖ Macaro, E. (2003) *Teaching and Learning a Second Language*. New York: Continuum Books.
- ❖ Mayring, P. (2014) *Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solution*. Klagenfurt, Austria.
- ❖ McNamara, C. (1999) *General Guidelines for Conducting Interviews*. Minnesota.
- ❖ Medina, S. (2002a) *Using Music to Enhance Second Language Acquisition: From Theory to Practice. Language, literacy, and Academic Development for English Language Learners*. Lallas, J. and Lee, S. Boston. Pearson Custom Pub.
- ❖ Medina, S.L. (2002b) 'Using Music to Enhance Second Language Acquisition: From Theory to Practice' in Lallas, J. and Lee, S. (eds) (2002) *Language, Literacy, and Academic Development for English language learners*, Pearson Educational Publishing.

- ❖ Medoukali, F. (2015) *Developing EFL Learners' Listening Comprehension through YouTube Videos*. University of Biskra.
- ❖ Mejía, T. E. C. and Guamán, C. P. Z. (2013) *Using Songs to Enhance the Listening Skills in Tenth Level of Basic Education "Colegio Natiiona Quingeo"*. Universidas De Cuenca.
- ❖ Merdas, S. (2015) *The Effects of Audio-Visual Aids on Teaching English Active Vocabulary*. University of Biskra.
- ❖ Mewald, C., Gasner, O. and Sigott, G. (2007) *Testing Listening*. Austria: Language Testing Centre.
- ❖ Miché, M. (2002) *Weaving Music into Young Minders*. Albany, NY: Delmar.
- ❖ Milano, G. (1994) 'Teaching English through Broadway Musicals', *The Journal of the Imagination in Language Learning and Teaching*, vol. II [online] <http://www.njcu.edu/cill/journal-index.html>, (Accessed 2November 2016).
- ❖ Millington, N. T. (2011) 'Using Songs Effectively to Teach English to Young Learners', *Language Education in Asia*. 2(1) pp.134-141.
- ❖ Morley, J. (2001) *Aural Comprehension Instruction: Principles and Practices*". In M. Celce-Murcia (ed), *Teaching English as A Second or Foreign Language*. (3rd ed). Boston: Heinle & Heinle.
- ❖ Morris, T. and Leavy, G. (2006) 'Promoting phonological Awareness in Nursery-Aged Children through a Sure Start Early Listening program'. *International Journal of Early Years Education*. 14 (2) pp.155- 168.
- ❖ Murphey, T. (1992) *Music and Songs*. Oxford: Oxford University Press.
- ❖ Oxford, R. L. (1993) *Research Update on Teaching L2 Listening*. *System*. 21 (2).
- ❖ Park, G. (1999) *Audio Visual Aids*. (1sted). ChingFord: London.

- ❖ Peterson, P. (2001) *Skills and Strategies for Proficiency Listening*. In M. Celce-Murcia (ed) *Teaching English as a Second or Foreign Language*, 3rd ed. Boston: Heinle & Heinle.
- ❖ Porvaldsdóttir, G. H. (2008) *Songs as Teaching Resources in the Young Learners' ESL Classroom*. Iceland.
- ❖ Rankin, T. P. (1926) 'The Measurement of the Ability to Understand Spoken Language'. *Unpublished PhD dissertation*. University of Michigan. *Language Journal*. 78 pp. 199- 221.
- ❖ Ratnasari, H. (2007) *Songs to Improve the Students' Achievement in Pronouncing English Words*. Semarang State University.
- ❖ Richards, J. C. (1969) *Songs in Language Learning*. *TESOL Quarterly*. 3 (2) pp. 161-174.
- ❖ Richards, J. C., Platt, J. T. and Weber, H. (1985) *Longman Dictionary of Applied Linguistics*. Harlow, Essex, England: Longman.
- ❖ Richards, J. and Renandya, W. (2002) *Methodology in Language Teaching*. New York: Cambridge University Press.
- ❖ Richards, J.C., and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. (3rd ed). Longman: Pearson Education Limited.
- ❖ Richards, J. C. (2008) 'Teaching Listening and Speaking from Theory to Practice'. Cambridge: Cambridge University Press.
- ❖ Richards, J. and Schmidt, R. (2010) *Longman Dictionary of Language and Teaching and Applied Linguistics*. (4th ed). Edinburg Gate, Great Britain: Pearson Education Limited.
- ❖ Rixon, S. (1986) *Developing Listening Skills*. London: Macmillan.

- ❖ Robertson, K. (2005) '*Active Listening – More than Just Paying Attention*'. Reprinted from *Australian Family Physician*. 34 (12) pp. 1053-1055.

- ❖ Rogers, C. and Medley, F. J. (1988) *Language with a Purpose: Using Authentic Materials in the Foreign Language Classroom*. *Foreign Language Annals*, 21, 467-478.

- ❖ Ross, J. (2006) '*ESL Listening Comprehension: Practical Guidelines for Teachers*'. *The Internet TESL Journal*.

- ❖ Rost, M. (1993) *Listening in Language Learning*. New York: Longman.

- ❖ Rost, M. (2002) *Teaching and Researching Listening*. Harlow: Longman.

- ❖ Rost, M. (2005) *Teaching and Researching Listening*. Beijing: Foreign Language Teaching and Research Press.

- ❖ Rost, M and Ross, S. (1991) *Learner Strategies in Interaction: Typology and Teacheability*. *Language Learning*, 41, 235-273.

- ❖ Rouse-Malpat, A. (2012) Effectiveness of Focus on Form Versus Focus on Meaning. University of Groningen.

- ❖ Sabet, M. K. and Mahsefat, H. (2012) '*The Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills*'. *International Journal of Applied Linguistics and English Literature*. 1(4) pp. 216-229.

- ❖ Salcedo, C. S. (2002) *The Effects of Songs in the Foreign Language Classroom on Text Recall and Involuntary Mental Rehearsal*. Louisiana State University.

- ❖ Schmitt, N. (2002) *An Introduction to Applied Linguistics*. Oxford University Press.

- ❖ Soufi, S. (2013) *The Use of Authentic Materials to Strengthen Students' Listening Skill in EFL Classrooms*. University of Biskra.

- ❖ Steinberg, S. (2007) *An Introduction to Communication Studies*. Cap Tow, South Africa: Jute & Co.
- ❖ Stevick, E. (1976) *Memory, Meaning, and Method*. Rowely, Mo: Newbury House.
- ❖ Terhune, T. (1997) *Pop Songs. The English Connection*, 1 pp. 8- 12.
- ❖ Underwood, M. (1989a) *Teaching Listening*. London: Longman.
- ❖ Underwood, M. (1989b) *Teaching Listening*. New York: Longman.
- ❖ Villalobos, N. L. (2008) *Using Songs to Improve EFL Students' pronunciation*. Universidad Nacional Costa Rica.
- ❖ Wang, X. J. (2013) *The Function of English Songs to Improve Listening to College English as a Second Language (ESL) Students*. University of Wisconsin-Platteville.
- ❖ Weissglass, J. (1990). *Constructivist Listening for Empowerment and Change. The Educational Forum*. 54(4) pp. 351-370.
- ❖ Wilson, J. J. (2008) *How to Teach Listening*. England: Pearson.
- ❖ Young, D. J. (1991) 'Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest?' *The Modern Language Journal*. 75(4) pp. 426-437.

Appendices

Appendix I:

The Students' Questionnaire

Dear students,

We are investigating the usefulness of songs in developing the listening skill in EFL learners. Please use a tick () or write the answer that really expresses your opinions since no answer is right or wrong. We promise that your answers will be used only for educational purposes.

Thank you for your collaboration

Section One: Students' Views about Music

1-How often do you listen to English songs outside the classroom?

- a- Very often
- b- Often
- c- Rarely
- c- Very rarely

2- Do you find English songs:

- a- Enjoyable
- b- Boring

3- Through listening to songs, the atmosphere in the classroom is:

- a- Pleasant
- b- Non enjoyable

4- Do you think that listening to songs facilitates the acquisition of a foreign language?

(Please explain)

- a- Yes
- b- No

.....
.....
.....
5- Do you think that listening to English songs can enhance the listening skill? (Please explain)

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

6- Do English songs provide you with comprehensible input?

- a- Strongly Agree
- b- Agree
- c- Neither Agree nor Disagree
- d- Disagree
- e- Strongly Disagree

Section Two: The Listening Skill

7- Which of the following language skills do you find the most difficult?

- a- Listening
- b- Speaking
- d- Reading
- e- Writing

8- How do you find listening in English? (Justify)

- a- Easy
- b- Very easy
- c- Difficult
- d- Very difficult

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

9- Do you understand all that the teacher says in class?

- a- Yes
- b- Sometimes
- c- No

10- In your opinion, the amount of time devoted to the listening subject is:

- a- Sufficient
- b- Insufficient

11-When listening to English songs, do you understand:

- a- The whole song
- b- The overall meaning
- c- Only some expressions

12- Is the context helpful to acquire new knowledge and enhance your listening abilities from songs?

.....

.....

.....

13- While listening to music, what kind of difficulties do you face the most?

- a- The speed of their singing
- b- To not understand words meanings
- c- Culture
- d- Pronunciation
- e- Concentration
- f- Attempting to comprehend all the song's lyrics

14- How do you get rid of your listening difficulties?

- a- Trying to understand the general topic
- b- Extracting the main ideas
- c- Paying attention to every specific detail

15- Do you feel that your listening comprehension has improved thanks to songs?

(Please explain)

a- Yes

b- No

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

16-Do you think that listening to music helps you to develop even your speaking abilities? (Please explain)

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

Appendix II:

The Teachers' Interview

Dear teacher,

We are conducting a research about the effectiveness of songs to develop students' listening skill and you are kindly asked to answer the following questions. We will be very grateful for your help. Thank you.

Q1. How long have you been teaching listening?

Q2. According to you, which type of materials helps students to develop the listening skill?

Q3. How often do you use songs in the classroom?

Q4. Do you consider English songs as a source of motivation and reducing anxiety in the classroom?

Q5. What are the main difficulties that students face while listening?

Q6. How do you help your students to overcome their difficulties?

Q7. Do you think that English songs are a suitable tool to enhance students' listening skill?

Q8. What strategies do you adopt to develop your students' listening skill?